

## Grade Five | YMOH Curriculum

### General Overview:

Targheeb's Young Momins' Online Homeschool (YMOH) program is designed to provide thorough and appropriate instruction to Pre-Kindergarten through first grade and seventh grade students. Using the best of both the British National Curriculum objectives and American Common Core Standards, the YMOH curriculum is a robust, standards-based program of study designed to align with the most current national and international learning standards and is uniquely adapted to meet core Islamic values.

The YMOH Elementary Islamic curriculum consists of three main subjects: Islamic Studies, Arabic Studies and Quran. The program of study integrates the Saudi Arabian National curriculum for Islamic and Arabic Studies and a Quran with Tajweed program.

The program equips students with skills, knowledge, abilities, and understandings that are required for each level. The program also has a number of integrated assessment tools that allow for critical review of student performance including weekly homework assignments, monthly tests, periodical reviews, projects, and formative and summative assessments.

### English Language Arts

The goal of YMOH literacy program is to incorporate our inquiry-based philosophy to create independent, critical, and ardent life-long readers and writers. To achieve this, the program is based on a balanced-literacy approach in which writing, reading, speaking, and listening enables students to develop needed skills and understandings that will serve them in all academic areas.

Grade Five students are expected to develop greater fluency and demonstrate comprehension of great appropriate information texts from a range of resources including linking cross curricula reading and other instructional material to prepare them to participate effectively going forward in the higher levels. In support of best practices, we dedicate extended periods of time for reading and writing instruction.

Areas of study include;

**Spelling:** In grade 5, all basic phonetic principles and spelling generalizations are reviewed with an emphasis on the exceptions to these principles. The Fifth Grade spelling allows students to be well immersed in both digital and print text. It is designed to help students develop strong skills for spelling and word recognition, while reinforcing strong reading development.

**Vocabulary:** Students will continue to develop and expand their knowledge of words and their meanings to increase vocabulary. the program will focus on more advanced vocabulary from a higher level of reading material.

**Language Arts:** The Fifth Grade Language Arts curriculum covers an extensive range of Independent Learning Activities (ILA) through reading and responding. This will not only help

deepen their knowledge and understanding of the language, but help them become more independent and thoughtful readers.

**Grammar and Mechanics:** Our Grammar and Mechanics focuses on the following aspects; Complex sentences, 8 parts of speech, punctuation, possessives, descriptive phrases, sentence fragments, verb tense, quotations marks, direct objects, nouns verses contractions, subject –verb, introducing phrases, agreement, colons and semicolons. Other aspects in which the program focuses on include simple, compound and complex sentences, past tense verbs, parentheses, compound adjectives, analogies, antonyms, synonyms, present, past, future and perfect tenses, capitalization, contractions and negatives. It addresses general grammar practice such as subject and predicate, noun/pronoun, common and proper nouns, possessive nouns, pronouns and antecedents, prepositional phrases subject and object pronouns, reflexive pronouns, writing verb tenses, plurals, spelling, word usage errors, verb study, declarative and interrogative sentences, imperative and exclamatory sentences, simple subjects and predicate, compound subjects and predicates, phrases, clauses, and complex sentences.

**Reading:** Learning to read and reading to learn are among the most fundamental skills a child can develop. A number of reading resources including online reading and homework assessment programs will be used this year to enhance the reading skills of our students. The goal is for students to read independently, identify and opt for the right books at their level.

The reading program explicitly teaches several thinking strategies that help the students understand texts deeply and more critically. Students are taught to go beyond the literal meaning; to question, interpret, analyze, evaluate and infer what they read. These strategies don't only apply to all grade levels, but aligned with our elementary learning philosophy and help to increase comprehension and fluency from cross curricula topics like science and social studies, make meaningful connections, and improve thinking level, while setting goals for improvement in reading and viewing skills.

Literature reading will enhance students' abilities to construct meaning and respond appropriately to a repertoire of literary forms such as analyze point of view, make inferences, cause and effect, fact or opinion, interpret charts and graphs, analyze plot, compare and contrast, cause and effect, main idea and details, problem and solution, problem and solution, main idea and details, author's purpose, analyze character, compare and contrast, author's purpose, elements of a biography, draw conclusions, sequence events, make inferences, analyze character and so on.

**Reading Strategies:** Fifth Grade reading strategies will include visualize, summarize, connect to prior knowledge, retell, revise and confirm, make text to text connections, context clues, main idea and details, authors purpose, analyze characters, recognize details, making predictions, understanding plot, cause and effect, sequence events, fact and opinion, compare and contrast, dialogues and plays, table of contents, analyze point of view, make inferences, interpret charts and graphs, elements of biography, draw conclusions and classify information.

### **Reading Comprehension:**

Analyze character, main idea and detail, sequencing events, cause and effect, analyze point of view, make inferences, fact and opinion, interpret charts and graphs, authors purpose, author's point of view, problem and solutions, compare and contrast, fact and opinion, elements of biography, draw conclusions, identify character and settings, reality and fantasy, classify information, problem solution, draw conclusions, make inferences and summarize.

**Writing:** Writing is the learned process of modeling experiences into text, allowing the writer to discover, develop, clarify, and communicate feelings and thoughts. The goal of YMOH writing

program is for students to write confidently and appropriately for various audiences. Our students will write and present a variety of meaningful personal, informational, and imaginative texts.

Students will practice skills such as proof reading, punctuation, writing different kinds of sentence and structures (Write to inform, entertain and persuade), notes taking, review and summarizing, outlining, compare and contrast. They will learn how to use strategies when writing and representing to increase success at creating meaningful texts, use writing and representing to express, extend, and analyze thinking, reflect on, self-assess, and set goals for improvement in writing and representing.

**Research:** They will also learn how to research and library skills using the Dewey Decimal System and use of reference tools such as Encyclopedia skills: using index, using reference sources, pre-writing and report writing, editing and proof reading marks.

#### Math

YMOH mathematics program aims to incorporate unrivaled inquiry-based philosophy to breed independent learners who are not only problem solvers, but confident risk-takers. We understand that educational excellence is only pulled off when content is sequenced, applicable to students' interests and needs, and applied to solving real problems.

We also know that the study of mathematics plays a vital role in the promotion of universal language, along with problem solving and reasoning skills that contribute to the growth of abstract, logical, and critical thinking. These factors form the basis of the engaging and rigorous mathematics program offered at YMOH. This program equips fifth grade students with knowledge, understanding, and such skills as problem solving, reasoning and proving, and prepares them to be life-long learners and responsible global citizens who are well-equipped for the challenges and opportunities of the Centuries to come.

#### Areas of study include;

**Number and Operation:** This focuses on number representation and order of up to 100,000; money representation of up to \$1000; developing the concept of place value to hundredths; comparing and ordering fractional amounts with denominators; adding and subtracting decimal amounts to hundredths; multiplying two-digit whole numbers by two-digit whole numbers; dividing three-digit whole numbers by one-digit whole numbers; relating simple fractions to decimals.

**Measurement:** This equips students with the abilities to measure time intervals to the nearest second; measure temperature; and determine elapsed time. They can also learn how to convert from meters to centimeters and from kilometers to meters; relate the 12-hour clock to the 24-hour clock; develop and apply area and perimeter relationships for a rectangle; relate capacity and volume; develop and apply the volume relationship for a right rectangular prism.

**Geometry and Spatial Sense:** Students will be able to distinguish between polygons and prisms between 2D and 3D shapes identify angles such as acute, right, obtuse, and straight angles; measure angles to 90° with a protractor; construct triangles, nets of prisms and pyramids; locate objects using the cardinal directions; perform and describe translations.

**Data Analysis:** Students will be able to read, construct and interpret frequency tables, circle graphs and line graphs. Select and use a graph that is appropriate for the type of data to be displayed. Read and interpret increasingly complex displays of data, such as double bar graphs.

**Probability:** This teaches how to list and explain all possible outcomes in any given situation.

Students will be able to identify the probability of events within a simple experiment, such as three chances out of eight. Use 0, 1 and ratio between 0 and 1 to represent the probability of outcomes for an event and associate the ratio with the likelihood of the outcome, compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment. Make predictions based on experimental and theoretical probabilities, and determine and use the range, mean, median and mode and explain what each does and does not indicate about the set of data.

**Algebra:** This treats the use of parentheses, brackets, or braces in numerical expressions, and how to evaluate expressions with these symbols. Students will be able to write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. They will also learn to generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, and form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

**Science:**

Grade Five students will be introduced to causes and effect relationships with respect to form and function through an exploration of adaptations of living things.

They will explore the processes and forces of the earth and expand their understanding of the land forms as they learn to the formation of rocks and soil. Elsewhere, their knowledge of the human body will be broadened particularly the bodily systems and cells.

Not only would they begin to identify stable and dynamic aspects of systems, they will also learn how to look for patterns and relationships between components of systems. They will develop explanations for the patterns they observe.

**Earth and Space Science:** Students will be taught about rocks and soil, fossils, changes to earth's surface and landforms, use of natural resources, weather and water cycle, oceans of the earth and the solar system. They will develop an understanding of the processes, forces, and dynamic life-supporting qualities of the earth through the skills, processes, and attitudes of science.

**Life Science (Health and Fitness):** Students will primarily focus on the four systems: the circulatory system; respiratory system; digestive system and the excretory system that transport materials throughout the body from cells to systems. They will also learn body coordination systems; skeletal system, muscular system and nervous system, growth, heredity, the endocrine systems (heredity and environment) and how growth occurs.

They will also review food pyramids and food chains for good nutrition from previous years, and learn about foods that are required to affect healthy growth such as a balanced diet, the importance of vitamins and minerals, eating healthfully and exercise to keep fit. Emphasis will also be placed on taking care of external body parts and maintaining an body clean. The topics will cover how to maintain healthy teeth and gums, eyes and ears, skin, nails, hair and other parts of the body.

**Environmental Science:** With respect to environmental science, students will study about natural resources, pollution and weather, recycling, adaptation of living things (animals and plants) to the environment, soil erosion, energy in ecosystems and surviving in the environment. They will also learn how to forge links between home and community, implement strategies for impact and undertake projects each semester.

**Social Studies:**

Grade Five students focus on the theme "Traders and Explorers". They will explore life and

experience of Christopher Columbus, Marco Polo, Ibn Battuta, Chang Ho, early civilization such as the Roman Empire, Medieval China, Medieval Africa, the Islamic Empire, Desert People, and Pre-historic trade. As students reflect upon the stories of people and events that shaped early Islam, they will also learn about selected and renowned personalities from 1001 Inventions.

## Islamic Studies

The students will learn a course comprising of six units - Aqeedah, Hadeeth, Fiqh, Sciences of the Quran, Character Education and Tajweed.

### **Aqeedah (Islamic theology):**

1. Means to Victory
2. Knowledge precedes action
3. The necessity of following Prophet and being distant from shirk
4. The impermissibility of friendship with those hostile to the commandments of Allah and his messenger.
5. The pure nature of human being.
6. The three principles.
7. The signs of Allah and His creations.
8. The Bestower of blessings deserves to be worshipped.
9. Types of devotion and the ruling regarding the one who performs it other than for the sake of Allah.

### **Hadeeth:**

1. The sincerity of intention the basis of acceptability of actions

Actions are but by intentions and every man shall have only that which he intended. Thus he whose migration (Hijrah to Madinah from Makkah) was for Allah and His Messenger, his migration was for Allah and His Messenger, and he whose migration was to achieve some worldly benefit or to take some woman in marriage, his migration was for that for which he migrated." (Bukhari & Muslim)

2. Pillars of Islam

On the authority of Abu Abdul Rahmaan Abdullah (r), the son of Umar ibn al-Kattaab (may Allah be blessed with him) who said: "I heard the Messenger of Allah (peace and blessings be upon him) say: 'Islam is built upon five [pillars]: testifying that there is none worthy of worship except Allah and that Muhammad is the Messenger of Allah, establishing the prayers, giving zakat, making pilgrimage to the House and fasting the month of Ramadan.'" (Bukhari and Muslim)

3. Care for Mosques

Abu-Hurairah (may Allah be pleased with him) reported that a black man or a black woman used to clean the mosque and he died. The Prophet, peace and blessings of Allah be on him, asked about him and they said, He is dead. He said, "Why did you not inform me about him; lead me to his-or, he said, he-grave." So he came to his grave and offered prayers on it. (Bukhari & Muslim)

4. **Prohibition of Cursing Parents:** Allah's Apostle said. "It is one of the greatest sins that a man should curse his parents." It was asked (by the people), "O Allah's Apostle! How does a man curse his parents?" The Prophet said, "'The man abuses the father of another man and the latter abuses the father of the former and abuses his mother.'" (Bukhari : Volume 8, Book 73, Number 4)

5. **Mannerisms in Islam:** Narrated Abu Huraira (may Allah be pleased with him): Allah's Apostle said, "Anybody who believes in Allah and the Last Day should not harm his neighbor, and anybody who believes in Allah and the Last Day should entertain his guest generously and anybody who believes in Allah and the Last Day should talk what is good or keep quiet. (i.e.

abstain from all kinds of evil and dirty talk). (Sahih Bukhari, Book #73, Hadith #47)

**6. Etiquettes of using Toilet:** Anas reported that when the Messenger of Allah (peace be upon him) entered the privy to relieve himself, he (saw peace be upon him s) would say, "In the name of Allah. O Allah! I seek refuge in You from male and female noxious beings (the Shayateen)." (Bukhari, Muslim, Abu Dawood, Tirmidhi).

**7. Prohibition of Begging:** Abu Hurayrah (may Allah be pleased with him) narrated that the Messenger of Allah (peace be upon him) said: "He who begs the riches of others to increase his own is asking only for live coals, so let him ask a little or much. ("Sahih Muslim (720\2) No. (1041))

**8. Virtue of visiting the sick:** Thaubaan (May Allah be pleased with him) reports that Prophet (peace be upon him) said: "The one who visits his Muslim brother (who is sick) continues plucking from the fruits of Jannah from the time he sets out until he returns." (Muslim 2/318)

**9. Recommended acts before sleeping:** A'ishah (may Allah be pleased with her) said that whenever the Prophet (peace be upon him) would go to bed every night, he would put his palms together and blow into them. Then he would recite into them (his palms), 'Say: He is Allah, One', 'Say: I seek refuge with the Lord of Al-Falaq', and 'Say: I seek refuge with the Lord of mankind.' Then he would wipe whatever he was able to of his body with them (his palms). He would begin wiping his head and face with them and the front part of his body. He would do this (wiping his body) three times. (Sahih Al-Bukhari).

**10. Warning against anger:** Abu Hurairah (may Allah be pleased with him) reported: "A man asked the Prophet (peace be upon him) for an advice and the Prophet (peace be upon him) said: "Do not get angry". The man repeated that several times and he replied: "Do not get angry". (Al-Bukhari)

### **Tafseer: Juz Tabaarq**

#### **Fiqh - Islamic Jurisprudence**

1. Types of water
2. Wiping over leather socks
3. Tayammum (Dry Ablution)
4. Salah
5. Etiquette of going for prayer and waiting for it.
6. Description of Prayer
7. Recommended acts in Prayer
8. Disliked acts in Prayer
9. Prostration of Forgetfulness

**Sahaba Series:** In this series, students will learn about the Hadeeth Scholars: Abu Hurairah, Abu Dar, Mua'd ibn Jabal, Abdullah Ibn Abbas and Abdullah ibn Umr (may Allah be pleased with them all).

#### **Sciences of the Quran Part 1**

Students will learn Uloom al Quran under the following headings.

1. Introduction
  - a. Definition and benefits of Knowledge
  - b. History of Uloom al Quran
2. The Quran: meaning, definition, different names given to the Quran

### 3. Concept of Wahy/revelation

Character Education: Adab is integrated into the entire program. Students will learn about the Sunnah of the prophet (peace and blessings be upon him) and the characteristics of the Bearers of the Quran (book by Imam al-Ajooriyy al-Baghdadi) as given in the Quran itself within their Tajweed curriculum. They will start with the study of Ikhlas and good intention and carry on to saying Bismillah, praising Allah and memorizing a list of Supplications each year (Please refer to the YMOH Supplication book).

#### **Islamic History:**

Khulafa Ar Rashideen Continued from previous year.

#### ***Optional:***

Prophets mentioned in the Quran:

Adam, Nuh (a.s), Sheth (a.s) Idris (a.s) and Hud (a.s)

#### **Quran with Tawjweed:**

At this level students will be required to begin memorization of Surah Al Baqarah onward.