

Curriculum Overview for Islamic School of Rhode Island

INTRODUCTION

This curriculum overview provides a general understanding of major curricular areas, and gives insight into the general instructional focus at each grade level. The guide does not reflect how the curriculum is differentiated. Our curriculum is designed to spiral across grade levels. Similar topics will be encountered at various grade levels, increasing in complexity and level of mastery each year. Teachers strive to help students make connections across curricular areas to provide experiences that stimulate learning in all developmental areas - physical, social, emotional and intellectual - through an integrated approach to learning. Please contact your child's classroom teacher with specific questions. We have designed our curriculum in keeping with the common core standards designed for the state of Rhode Island. We use Scott Foresman Curriculum Language Arts, and Social Studies in Elementary school. For Science, we are using MCGraw-Hill curriculum for elementary school, and Glencoe Curriculum for Middle School. We use Holt McDougal Common Core Curriculum for English Language Arts for Middle School. For Math, we have Scott Foresman Curriculum enforced for Grades K-8.

PREK & KG CURRICULUM (The 3-Year Program)

ENGLISH LANGUAGE ARTS

The language arts of reading, writing, listening and speaking are fundamental to all learning and are integrated throughout the curriculum. The language arts curriculum entails a variety of programs, materials and activities to help build a strong foundation in literacy.

Letter and Sounds: Develop fluency in letter and sound recognition

Identify all 26 upper and lowercase letters

Relate letters to their sounds

Identify the beginning sound when given a word

Phonemic Awareness: Ability to isolate, segment, blend and manipulate sounds in spoken words

Rhyme orally

Clap 1, 2 and 3 syllable words

Understand that words are made up of sounds

Blend phonemes (sounds) into spoken words. Ex: (b) (a) (t) = bat

Segment phonemes (sounds) into spoken words. Ex: bat = (b) (a) (t)

Reading: Learn beginning reading skills for enjoyment and information

Track print from left to right

Understand that words convey meaning

Recognize a word and understand that words are made up of sounds

Demonstrate an interest in books/reading

Introduce high frequency words

Participates in a variety of reading formats such as read aloud, guided, shared and independent
Exposed to choral reading and singing
Introduce reading and comprehension strategies

Writing: Begin the writing process for a variety of authentic purposes

Prints first and last name

Record thoughts and ideas by drawing and kid writing (phonetic based writing)

Expand written vocabulary

Listening and Speaking: Listen and express thoughts and ideas in an appropriate, meaningful manner

Expand oral vocabulary

Increase attention span

Follows directions

Use language to communicate needs, ideas, and thoughts

Retell a story in sequence

MATHEMATICS

The primary goal is to develop an individual's ability to creatively explore reason, analyze, and solve a wide range of problems. This requires instruction where a variety of mathematical methods are emphasized so as to provide a foundation for future math success.

Numbers and Numeration

Counting by 1's to 120 and counting forward by 2's, 5's, and 10's

Counting backwards by 1's

Count 20 or more objects

Estimate number of objects

Develop an understanding of place value

Compare and order whole numbers up to 20

Print numerals 0-20

Identify numerals 0-50

Identify 1st, 2nd, 3rd and last

Name Collections (A name collection for the number 5 may include, 2+3, 4+1, 5 tally marks, a nickel, 5 apples)

Operations and Computation

Use manipulatives, number lines, and mental math to solve simple addition and subtraction problems

Identify addition and subtraction problems

Data and chance

Collect and organize information by using tally marks and graphs

Use graphs to answer simple questions

Measurement and Reference Frames

Use nonstandard tools and standard measuring tools

Identify pennies, nickels, dimes, quarters and dollar bills

Begin to measure time, volume, length, weight and temperature

Geometry

Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes

Identify shapes having line symmetry
Patterns, Functions, and Algebra
Identify and produce 4 patterns (AB, ABB, AAB, ABC)
Read and write number sentences using the symbols +, -, and =

SCIENCE

The science curriculum is a hands-on, open-ended and sequential process of investigating the biological and physical world.

Physical Science: Hot and Cold

Introduce various kinds of thermometers
Use a thermometer as an accurate method of measuring temperature
Explore what causes the temperature of a thermometer to change
Become aware of three different ranges of temperature: hot, cold and tepid (warm)
Compare and contrast ranges of temperature

Life Science: Chick Development

Explore the world of oviparous animals (animals that lay eggs)
Explore life cycles
Discover the conditions necessary for growth and development
Investigate the inside of an egg

Life Science: The Five Senses

Recognize the five senses and their function
Explore each sense in great depth to better learn their role
Become aware of each individual's unique physical characteristics in relation to the five senses
Develop the realization that the five senses help individuals learn about the world around them

SOCIAL STUDIES

The social studies curriculum is designed to develop a child's awareness of their place and relationship to the world around him/her. Children explore their sense of self and how they relate to people and places in their life.

Culture: Families and Friends

Groups and leaders
Roles of people at home and school
Rules at home and school

Geography and Economics: A Big Wide World

Seasons
People, places and jobs
Celebrations and traditions
Animals and their habitats

History: Long Ago and Today

Calendar Concepts
Transportation
Change over time
Historical figures

Citizenship: Our Country and Community

Leaders and Heroes
National Symbols

MOTOR SKILLS

Fine Motor Skills

Hold a pencil or crayon properly (tripod grasp)

Develop control of writing utensils in order to effectively form strokes (curves, slants, vertical and horizontal lines) and shapes (circle, square, triangle, rectangle, and oval)

Demonstrate the appropriate grip for scissors use

Be able to comfortably and efficiently cut progressively more difficult shapes

Gross Motor Skills

Movement is a fundamental part of the PreK and Kindergarten curriculum. Children are encouraged to participate in the rhymes and rhythms of music. Letters are taught with a coordinating motion as well as our phonemic awareness lessons. Develop control and coordinated body moves throughout participation in activities of balance and movement.

Activities may include: jumping, running, hopping on one and two legs, balancing on toes and one leg, galloping and skipping.

Holy Quran and Religion

Memorizing surahs, duaa's and hadiths as well as practicing Islamic beliefs and manners daily.

Arabic

Learning greetings, alphabet order and their tashkeel (vowels), describe pictures with Arabic words, answer questions etc.

English Language Arts Curriculum K-5

We have implemented Reading Street program published by Scott Foresman for grades K-5.

Here is a detailed overview of the program.

Reading Street: Program Description

Reading Street is a K through Grade 5 reading program designed to help teachers build readers by using engaging literature, research-based instruction, and a wealth of teaching tools.

Program Components

Some of the basic components of Reading Street include the following:

- Student Edition
- Teacher's Edition
- Leveled Readers
- Trade Books
- Big Books
- Decodable Readers

Student and Teacher's Edition: Two of the most important components are the Student and Teacher's Editions. The Student Edition features quality, authentic literature organized around

unit concepts. Students also practice their higher-order thinking skills and complete writing assignments that prepare them for high-stakes tests.

The Teacher's Edition includes research-based core instruction that is systematic, explicit, and focused on priority skills. To help address the diverse needs of the students, differentiated instruction for below-level, on-level, and advanced learners is also provided.

Assessment: A critical component that distinguishes Reading Street is the assessment. The program outlines a four-step assessment plan that helps ensure that the students make adequate yearly progress:

1. Diagnose and differentiate the students' needs as the four steps are followed.
2. Monitor the students' progress as they advance through the program with the help of resources like Monitor Progress boxes, weekly assessments, and shared reading notes.
3. Assess and regroup students according to their performance levels at various milestones, such as the end of a unit.
4. Perform summative assessment through Unit Benchmark and End-of-Year Assessment tests that help guide students to advanced reading levels.

Leveled Readers: The Leveled Readers allow students more opportunities to practice the same skill, strategy, and vocabulary as the main selection. Students will also benefit from another conceptually coherent reader at an appropriate level. Choose between three levels: On Level, Strategic Intervention, and Advanced. Leveled Readers are available for English Language Learners as well.

Trade Books and Big Books: Trade books that extend students' reading and concept development are also used in Reading Street. Each unit in the program has an On-Level, Strategic Intervention, and Advanced trade book to support all reading abilities. Similarly, Big Books that develop concepts and oral vocabulary and can be used to monitor listening comprehension skills are also used.

Decodable Readers: The Decodable Readers provide focused phonics and blending practice for each phonics skill. These are available in kindergarten through Grade 3. These can be used as resources to provide fluency practice for students. All vocabulary and phonics skills are retaught in these readers, so students have a higher chance of achieving one hundred percent accuracy.

Phonics and Word Study: The Phonics and Word Study component provides additional resources and activities to help teach phonics. These resources include

- Sound Spelling Cards that can be used to introduce each sound spelling in the phonics lessons. Each card includes an instructional routine with a spelling generalization, a photograph to represent the target sound, and a list of spellings for the sound.
- Alphabet Cards that can be used to help students develop letter and word recognition skills to connect sounds to letters.
- The Phonics and Spelling Practice Book that provides additional written practice with phonics and word study.

Language Arts: The Language Arts component includes useful resources to assist with instruction. They include:

- Grammar Transparencies, which help provide weekly grammar instruction and guided practice in the classroom.
- Daily Fix-It Transparencies, which help with daily proofreading, spiral review in context, and with connecting grammar, spelling and writing.
- The Grammar and Writing Practice Book, which contains daily grammar and writing practice, as well as a cumulative review.

English Language Learners: English Language Learners benefit from the differentiated support given in Reading Street. Notice that some of the additional resources include big visuals in poster format and weekly readers that connect to the anthology. There are also sources for working with these children and their families with story summaries in many different languages.

Practice and Additional Resources: Additional practice and support materials for Reading Street include Practice Books, Retelling Cards, the Graphics Organizer Book, and the Read Aloud Anthology.

English language Arts Curriculum 6-8

For Grades 6-8, we recently picked Common Core Curriculum 2012 for Literature developed by Holt McDougal. Here is a press release issued by the company for the program that outlines the effectiveness of the program.

Houghton Mifflin Harcourt Introduces First Common Core-Aligned Program to Improve Literacy Achievement

Holt McDougal Literature[®] 2012 offers innovative, holistic approach to improve reading and writing skills

BOSTON – March 7, 2011

Global education leader Houghton Mifflin Harcourt (HMH) today announced *Holt McDougal Literature[®] 2012* — a comprehensive solution aligned with Common Core State Standards in English Language Arts. This is the first Common Core literature anthology published by HMH.

"HMH is committed to partnering with districts to align teaching and learning programs with Common Core State Standards. *Holt McDougal Literature 2012* offers implementation options that blend print and digital instructional materials with professional development to ensure a smooth transition to the Common Core," said Jim O'Neill, Senior Vice President of Portfolio Management, HMH. "This program includes well-loved literature and the challenging text analysis and critical thinking exercises that align with the new Common Core State Standards."

As school districts across the country begin the transition to Common Core State Standards, students need curriculum with tailored instruction to meet the rigor of the new standards. HMH's best-in-class content addresses this need, and also gives teachers a supportive professional development option to ensure they are prepared to meet these demands.

The Common Core State Standards reflect an unprecedented emphasis on informational text in both reading and writing. While past series emphasized literature, *Holt McDougal Literature 2012* provides extensive informational text in each unit to help the reader reach a deeper level of comprehension. The writing strand in *Holt McDougal Literature 2012* also reflects the National Assessment of Educational Progress (NAEP) 2011 Writing Framework by including an emphasis on argumentation and informational or expository writing workshops.

In addition to reading and writing literary and informational texts, the program emphasizes language skills. Students also apply writing skills to speaking and listening as they compose and deliver their ideas in both formal presentations and informal discussions. By addressing all strands of the Common Core State Standards, *Holt McDougal Literature 2012* prepares students for every aspect of communication in the 21st Century.

The online component of *Holt McDougal Literature 2012* allows students to continue their work at home, featuring interactive readers, video trailers for background information, an audio tutor, additional independent practice in vocabulary and grammar, and an online tutorial system that can be accessed by students, teachers and parents. This element of the program is specifically suited to the way today's students learn and interact and encourages engagement and self-driven, individualized learning.

For more information about *Holt McDougal Literature 2012*, visit hmeducation.com/holt-mcdougal-literature.

[Common Core State Standards](#) represent an initiative brought forth by the [National Governor's Association](#) (NGA) and the [Chief Council of State School Officers](#) (CCSSO) to aid parents and teachers by providing a consistent, clear understanding of what students are expected to learn. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and in their careers. Officially adopted in June 2010, the standards provide guidelines for English Language Arts and Mathematics. Currently, standards for

Science are being led by outside organizations, while the NGA is choosing to hold off on developing Social Studies standards at this time.

HMH has taken a [leadership role](#) in publishing Common Core-aligned content, as school districts throughout the country have turned to the company for support in transitioning to the new guidelines. HMH's Common Core Transition Model provides teachers and administrators with resources and guidance in three key areas: Professional Services, Instructional Materials and Assessment and Data Management. In addition to classroom-embedded training and teacher demonstrations, the Common Core Transition Model delivers an array of student and teacher materials to address each schools specific adoption needs as well as tools to map positive student outcomes to instructional strategies and teacher behaviors so that best practices can be shared amongst educators.

In addition to *Holt McDougal Literature 2012*, recent examples of HMH resources that comply with Common Core State Standards include *Go Math!* and *Math Fact Fluency*.

About Houghton Mifflin Harcourt

Houghton Mifflin Harcourt is a global education and learning company that is leading the way with innovative solutions and approaches to the challenges facing education today. The world's largest provider of educational products and solutions for pre-K–12 learning, Houghton Mifflin Harcourt develops and delivers interactive, results-driven learning solutions that advance teacher effectiveness and student achievement. Through curricula excellence and technology innovation, Houghton Mifflin Harcourt collaborates with school districts, administrators, teachers, parents and students. Today, HMH education products and services are used by 57 million students throughout all 50 U.S. states and 120 countries. With origins dating back to 1832, the Company also publishes an extensive line of reference works and award-winning literature for adults and young readers.

Science Curriculum K-8

Islamic School of Rhode Island has implemented a comprehensive curriculum for Science in Grades K-8. This program has been developed by Macmillan/McGraw-Hill publishers. For Grades K-5, we use Macmillan/McGraw-Hill Science Curriculum. For Grades 6-8, we use Glencoe Science developed by the same company for a more advanced approach to teaching Science. Here are some key components of the program.

1. Research Based Instructional Practices

Macmillan/McGraw-Hill Science:

1. Supports research-based instructional practices
2. Provides all students access to standards-based science content
3. Integrates content knowledge with broad based practices in the Nature of Science
4. Incorporates hands-on learning through activities and inquiry investigations
5. Infuses technological design and applications into the learning process

Macmillan/McGraw-Hill's Science helps students learn about their world by providing engaging experiences, coupled with interesting content in a structured and consistent instructional model. The design is based upon the **5-E Inquiry Instructional Model**. This model incorporates the features of inquiry in a sequence of experiences designed to challenge the students' current science conceptions, yet provide them with time and opportunity for the assimilation of new learning. The five steps are described as:

1. **'ENGAGE'** - identified as 'Look and Wonder' is the step that taps into the students' natural curiosity by posing intriguing questions to initiate the lesson.
2. **'EXPLORE'** - identified as 'Explore – Inquiry Activity' is a question based, hands-on experience/activity around which the lesson concept is developed.
3. **'EXPLAIN'** - identified as 'Read Together and Learn' (Grades 1-2) and 'Read and Learn' (Grades 3-5) relates the students' experiences in the activity to the science concept being developed.
4. **'EVALUATE'** - identified as 'Think, Talk, and Write,' is the lesson assessment which includes a variety of cognitive level questions to assess student learning.
5. **'EXTEND'** - are curriculum links at the end of each lesson provided to help students utilize and apply their learning. Lesson extensions include: **Reading in Science; Focus on Inquiry Skills; Be a Scientist Inquiry Investigations; Math in Science; and Writing in Science.**

2. Standards-Based Content

Macmillan/McGraw-Hill's Science was specifically developed to meet the expectations and requirements found in the National Science Education Standards. Every chapter reflects the broad science content standard, beginning with the 'Big Idea' question and where each lesson supports a particular aspect of that question. Each grade level contains two complete units on Life Science, Earth Science and Physical Science.

3. Activities and Inquiry Investigations

Macmillan/McGraw-Hill's Science provides six different types of hands-on, inquiry-based activities and investigations to specifically address the Inquiry standards of every state.

1. Explore Activity: This initial inquiry activity begins every lesson, providing a hands-on experience around which the lesson concept is developed.
2. Quick Labs: Quick, convenient activities designed to provide additional hands-on experiences within the lesson for enhancing conceptual development.

3. **Focus on Inquiry Skills:** This skill-building activity provides students with an opportunity to learn and to further practice their abilities in the process of inquiry thinking.
4. **Be a Scientist Inquiry Investigations:** These activities help students move from a structured inquiry environment into a more experimental one. They are designed in three parts, allowing students to progress through different levels of inquiry: 1.) Structured Inquiry, 2.) Guided Inquiry, and 3.) Open Inquiry while modeling the scientific process.
5. **Learning Labs:** These are open-ended inquiry investigations designed to provide more in-depth, long term study projects. They are included in the Activity Lab Book and are located in the Activity Flipchart.
6. **Everyday Science:** These are more exploratory in nature providing open inquiry investigations which are developed around children's everyday experiences. They connect the understanding of key science concepts to real world events. They are included in the Activity Lab Book and are located in the Activity Flipchart.

4. Assessment

Macmillan/McGraw-Hill's Science includes a variety of assessment options for each lesson. Entry level assessments help teachers to determine student readiness. Formative assessments (Quick Check/Think, Talk and Write, e-Reviews) help teachers to monitor comprehension and check for understanding. The design of the lesson assessment allows for students to stop and think about their own learning. The use of Foldables (three-dimensional graphic organizers) gives students a tool to help them think and organize their learning in a way that makes sense to them. E-Reviews provide online assessment of the key lesson concept. Summative assessments help determine the extent of student learning and a variety of tools (both print and electronic) help teachers to utilize student results to plan for further instruction.

Mathematics Curriculum K-8

We use Macmillan/McGraw-Hill Math curriculum for Grades K-5. For grades 6-8, we use an extension of the same program under the publisher name Glencoe.

Standard Based Approach for Mathematical Practice: These standards define practices that should permeate instruction and assessment at all grade levels, Kindergarten through Grade 12.

The Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards are based on the practices of mathematicians and others who use mathematics expertly. They are meant to shift the focus of school mathematics away from teaching isolated skills and toward developing broadly applicable knowledge and powerful habits of mind.

Problem Solving: Macmillan/McGraw-Hill/ Glencoe Mathematics introduces children to problem solving and reasoning as early as Kindergarten in several ways. Children engage in Ongoing Daily Routines such as the Attendance Routine and Survey Routine. They tackle problems that emerge from everyday situations, such as sharing snacks equally or distributing supplies. And they solve number stories generated by their teachers or their classmates.

At later grades, students create number stories rooted in their everyday experiences — such as making purchases from vending machines— and model those using manipulatives, drawings, and number models. Students learn to ask questions that will help them solve the problems: What do I know? What do I want to find out? What do I need to do to get there? And, after they've arrived at a solution: Does my answer make sense? How do I know?

At all grade levels, special emphasis is placed on students sharing strategies and ideas. They explain and discuss the reasoning behind their methods and solutions. Through this process, students develop their reasoning and problem-solving strategies to become expert problem solvers.

Social Studies Curriculum K-8

The History/Social Science adopted curriculum is aligned to the state standards and frameworks. The state supports the goals and curriculum strands with supplemental materials and teaching strategies that help students learn knowledge and skills that are inter-related with history, geography, humanities and the social sciences. In addition to content requirements, students also learn intellectual, reasoning, reflection, and research skills. The following is the adopted history/social science curriculum by grade level:

Grade K: Here We Go

This book focuses on communities, rules, national symbols, maps, and continents etc.

Grade 1: All Together

The classroom serves as a miniature society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of the people of America and learn about the symbols, icons, and songs that reflect the patriotic heritage of the United States.

Grade 2: People and Places

In Grade 2, we focus on recognizing historical figures and their contributions to society, understanding the relationship between consumers and producers, appreciating diversity among cultures in the community, reading maps using a compass rose, and learning to read and create a diagram.

Grade 3: Communities

In Grade 3, we emphasize on these core components.

- Learn the 50 states and their capitals.
- Identify the regions of the United States.
- Compare and contrast different parts of the United States (i.e. weather, landforms, and historic sites).
- Increase map skills; be able to identify both cardinal and intermediate directions on a compass rose.
- Identify the hemispheres of the globe and the continents that are in each hemisphere.
- Study topics relating to American history, such as Native Americans, the journey of the Mayflower, pilgrims, and the first settlers.
- Identify the levels of government and the role that each one has.

Grade 4: Regions

Grade 4 curriculum focuses on the following areas:

- Living in the United States
- The Northeast
- The Southeast
- The Midwest
- The Southwest
- The West

Grade 5-8 Curriculum for Social Studies focuses on all the following areas using the curriculum from Scott Foresman and Prentice Hall Publishers. The curriculum emphasizes on the common core standards set forth by the state of Rhode Island. It also meets the National Education Standards.

- United States History from Exploration to Present day
- World History starting from Early Civilization leading up to modern times
- Map Reading and Geography Skills
- Political Cartoons, Photographs, News Articles
- United States Government (Branches and their respective roles)
- United States Constitution and its implications
- Civics

Holy Quran Curriculum K-8

The Holy Quran is taught as an essential part of academic curriculum in the school. The emphasis is on teaching students of all ages to read, recite, and memorize the chapters of The Holy Quran. The instructions are differentiated based on the abilities and the age groups of the students. We teach Qaida Nooraniah to all students from Grade 1-8 in order to help them learn correct pronunciation of the Arabic letters. It also helps students with independent and fluent reading of The Holy Quran.

Arabic Curriculum K-8

We teach Arabic as a second language as it is the language of our holy book. We have created standards for teaching Arabic as a second language that are also followed in other Islamic Schools of the region.

- We follow Al-Afaq series as a text book (الآفاق: في اللغة العربية) and its workbook for each grade level.
- Reading all the Arabic letters with the correct punctuation and their different forms (beginning-middle-end) of the word, full sentences with correct punctuations, and composing words etc.
- Writing all the Arabic letters with the correct form and size, full sentences, and following the rules of grammar.
- Comprehension: being able to comprehend the printed and conversational Arabic language in order to facilitate the understanding of our holy book.
- Grammar: Learning basic rules of grammar that help in the formation of correct written and spoken sentences.
- Speaking and Listening: Students are encouraged to apply their learning into their daily conversation.

Religion Curriculum K-8

We teach basics of our religion as a separate course to our students. Students are encouraged to practice Muslim beliefs to immerse them into their daily lives. The school adopts I Love Islam series and workbooks for grades K-5 for religious studies, and Islamic Studies series for grades 6-8. The following beliefs are implemented in our curriculum:

- Islamic Beliefs (Aqeeda): Allah is our creator and he is the one God. We believe in Allah and that he is everywhere and sees everything.
- Islamic Worships (Ibadat): Five pillars of Islam, prayer, wudoo', and fast during Ramadan.
- Islamic Manners, Morals and Etiquettes (Akhlāq & Muamalat): Allah loves good manners and cleanliness, caring for other Muslims, hygiene, and obeying and respecting all relationships etc.
- Prophet's Life (Seerah) and Islamic History: Our prophet, Muhammad (saw), where he was born, where he grew up, his family and about the prophet's friends, Sahabah etc.
- My Muslim World: Loving and respectful Muslim brothers and sisters, greetings such as Assalamu Alaykum and Eid Mubarak, learning Islamic cities.

The books include several Ahadeeth and daily dua's that students are expected to learn.

Specials Curriculum K-8

Physical Education and Health

The focus of teaching physical education is to emphasize the importance of eating right and getting plenty of exercise. It will also teach healthy habits that last a lifetime. Children who are taught to choose fruits, vegetables, whole grains and low-fat dairy products are more likely to continue choosing nutritious foods as they get older. Children who are allowed to eat junk foods are more likely to turn to unhealthy foods as they grow.

Children also learn to identify foods that contain unhealthy amounts of fat and saturated fat and how to choose lower-fat options. Other benefits include teaching children the importance of a healthy breakfast, ways to get at least 60 minutes of exercise every day and to reduce the amount of time they spend watching television and playing video games.

Physical activity breaks also give them a good opportunity to reinforce the importance of exercise for health. Art projects, such as making food-guide pyramids or healthy food collages, are an enjoyable way to teach children (younger grades) to identify the difference between nutritious foods and unhealthy foods. Use relay races and jump-rope contests during recess as additional incentive to get active. Healthy food challenges in the lunchroom can encourage children to choose foods that make up a nutritious lunch.

We also focus to teach kids about collective achievements v/s individual achievements in order for them to understand about:

- Respecting and following rules
- Team work
- Sharing responsibility
- Following directions to achieve common goals
- Understanding other people feelings

And for that we will be playing sports such as basket ball, soccer, and team relays team dodge ball. And for the individual achievements we will be doing pushups competition, jump rope competitions, sit ups competition and 40 yards dash. These are to still build in them:

- The sense of performance
- Personal best
- Pride of hard work

We are hoping by the end of the year kids learn and love to be active and live a healthy lifestyle.

Library

The aim of the library program at the Islamic School of RI is to provide an engaging, dynamic instructional program that equips students with life-long learning skills, delivered in an environment that optimizes services to support and enhance teaching, learning and literacy.

- Standard 1: The learner accesses information efficiently and effectively. Reads widely both for information and in pursuit of personal interests.
- Standard 2: Uses critical thinking skills on safety, bullying, Islamic stories, writing and poetry.
- Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Some core areas of focus

- How to navigate a library: rules, regulations/effective study skills, reference skills using study skills, study skills that stick, how to use a planner by Scholastic, and the Dictionary for curriculum.
- Reading Islamic stories using the Islamic Rose Series for example Parvana, Bread Winner, Zetioun.
- Nurturing a love for reading where each story is broken down and related to Islam. Books such as On My Honor, Journey to Topaz, So Far From the Bamboo Grove, Donovan's Word Jar, Overboard, and Cabin In the woods are used as curriculum.
- Safety - Keep your Child Safe, Sparkles Fire safety, 911 Visit from the fire Department etc.
- Anti Bullying: skit for the school, anti bullying awareness day using the stopbullying.gov and Kids against Bullying as curriculum.
- Community Service: how to run food drives , pennies for Leukemia support.
- Character Building: developing character when it counts by using Hadith/Qur'an to tie Islamic Adahb.
- Race /Racism: Race Bridges for Schools/PBS –American Experience –Eyes On the Price lessons/video books used.
- Qur'an , Hadith, Martin Luther king Jr.,Ruby Bridges ,Rosa Parks and the effect of 9-11 on Muslims.