



Westfall Academy

2017-2018

Curriculum Overview

Third Grade



Westfall Academy follows the New York Common Core State Standards for English Language Arts, Mathematics and Social Studies in grades K-7th.
For more information on CCSS you can visit the website: engageny.org

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Computer Curriculum Overview

Kindergarten- Seventh Grade

Goals

- Keyboarding on the computer
- Enhancing and augmenting Classroom Math Skills, ELA skills, Problem solving and strategy skills, Science and Geography through online games.
- All games played are educational in nature.
- Basic word processing skills using apps like Office

Keyboarding (All grades except K & 1)

- Familiarization of the computer and its various components and associated terminologies.
- Learn to login with user name and password.
- Students learn the keyboard layout of letters, punctuation marks and other special characters.
- Practice keyboarding with ten fingers and interactive typing website that shows hands and fingers. Characters to type are highlighted and prompted on the screen.
- Repeated practice of lessons to build up accuracy and words per minute
- Typing online games to further enhance keyboarding.

Enhancing & Augmenting Math, Science, Geography and ELA Skills

On line play of games that require appropriate grade level mathematical thinking and solving, puzzles and strategy games, science and geography. For the younger grades games involve basic letters of the alphabet and number familiarization and recognition skills & some basic science learning.

Word Processing & Presentation (like Power Point) (Grades 3,4,5,6,7)

Learn to use Word & Power Point or similar application to enter, editing, formatting, inserting, correcting spelling & grammar, inserting tables, pictures and charts, cut, paste, search & replace, drawing, clip art. Compile short writing pieces. PowerPoint will be taught as time and resources permit.

Basic Computer Concepts and Operations	K	1	2	3	4	5-7
Students will learn and be able to:						
Identify the main parts of the computer (keyboard, monitor, mouse, drives and shutdown	X	X	X	X	X	X
Login and logout of computers properly	X	X	X	X	X	X
Use mouse correctly	X	X	X	X	X	X
Place the cursor at a specific location on the screen	X	X	X	X	X	X
Double-click to open folders	X	X	X	X	X	X
Open and close computer programs	X	X	X	X	X	X
Print files under teacher direction	X	X	X	X	X	X
Print files independently	X	X	X	X	X	X
Toggle between 2 programs				X	X	X
Show and hide toolbars					X	X
Print specific pages					X	X
Save files to documents folder during whole group lessons					X	X
Access files from documents folder					X	X
Manipulate graphics (sizing, moving, text wrap, etc.)					X	X
Change page orientation					X	X
Create folders to organize files					X	X
Delete files and folders from documents folder						X
Technology Productivity Tools / Keyboarding					X	X
Students will be able to:	X	X	X	X	X	X
Use correct posture	X	X	X	X	X	X
Begin to locate and use letters, numbers, etc.	X	X	X	X	X	X
Identify and locate special keys such as, enter, spacebar, caps lock, shift keys	X	X	X	X	X	X
Introduce home row and correct finger placement				X	X	X
Use proper fingering techniques				X	X	X
Use proper typing technique with efficiency and accuracy without looking at the keyboard					X	X
Social, Ethical, and Human Issues					X	X
Students will learn and be able to:					X	X
Discuss and comply with Network Use & Internet Policy	X	X	X	X	X	X
Demonstrate appropriate computer etiquette, Respect the privacy of all users	X	X	X	X	X	X
Use appropriate judgment upon entering Internet sites				X	X	X
Citing material taken from another source, under issues of plagiarism as they apply to information technology				X	X	X
Obey copyright laws regarding student generated material					X	X
Determine what is accurate information found on the internet					X	X
Exhibit ethical behavior relating to privacy, ethics, passwords and personal information					X	X
Word Processing						
Students will learn and be able to:						
Type first name, ABC's, #'s and/or simple words	X	X	X	X	X	X
Use the delete and backspace appropriately		X	X	X	X	X
Perform basic formatting tasks including font, style, color, bold, italic, underline, alignment			X	X	X	X
Use simple text editing skills			X	X	X	X
Insert clip art			X	X	X	X

Type short writing pieces			X	X	X	X
Type with one space between word between words and be consistent with spacing after a sentence (1 or 2 spaces is acceptable)			X	X	X	X
Use the return and tab keys			X	X	X	X
Use spell check and thesaurus			X	X	X	X
Rename and move files				X	X	X
Select and deselect text				X	X	X
Cut, copy, paste, within a document				X	X	X
Use page setup options				X	X	X
Use borders/drawing tool/ graphics				X	X	X
Insert graphics from outside source				X	X	X
Use formatting functions and numbering, indents, page breaks, margins and columns						X
Copy and paste information from the internet into a Microsoft Word document for note taking purposes						X
Use the Thesaurus tool to broaden their scope of word use						X
Cite Internet sources						X
Presentation Software						
Students will learn and be able to:						
Open and exit presentation application	X	X	X	X	X	X
Create a new slide or presentation and open a saved slide or presentation				X	X	X
Choose a layout				X	X	X
Change order of slides				X	X	X
Cut, copy, paste within a presentation				X	X	X
Insert or delete slides				X	X	X
Arrange objects on the slide				X	X	X
Save a presentation				X	X	X
Add slide transitions to the slide show				X	X	X
Present presentation to an audience						
Use text special effects such as Word Art				X	X	X
Edit color schemes and layout arrangement						
Research, create, publish and present projects related to content areas using a variety of tools						
Internet skills				X	X	
Students will learn and be able to:						
Use a web browser				X	X	X
Use teacher-centered web based activities on topics of study (i.e. scavenger hunts/Web Quests)				X	X	X
Effective Research Strategies						
Students will learn and be able to:				X	X	X
Use teacher chosen web sites/ reference software to extract and gather information for research				X	X	X
Use research to gather information for presentations				X	X	X
Use effective search strategies to find appropriate sites				X	X	X

Physical Education Curriculum Overview

Kindergarten through Seventh Grade

Fundamental Body Movements

What is a **fundamental body movement**? Running? Jumping? Throwing a ball? These are all fundamental body movements. They are fairly simple skills that serve as the foundation for more complex physical activities.

Think of a young child participating in a ballet class. She must be able to bend, reach, leap, and slide. Commanding these fundamental body movements allows her to participate in a number of physical activities throughout her lifetime. Studies show that the younger a child commands fundamental movements, the more likely that child will be to maintain an active lifestyle as an adult. That's why fundamental body movements are an important part of physical education.

There are three types of fundamental body movements typically taught during preschool and elementary school:

- Locomotor skills
- Non-locomotor skills
- Manipulative skills

Locomotor skills are those body movements that incorporate traveling from one point to another, such as walking or skipping. **Manipulative skills** are those that involve both the body and an object, like throwing a frisbee or dribbling a basketball.

Let's take an in-depth look at non-locomotor skills.

Non-Locomotor Characteristics

Non-locomotor skills are fundamental body movements that do not incorporate traveling. They are stability skills that include movements of limbs or body parts, and sometimes even the whole body. They are occasionally referred to as axial movements, as in 'revolving around an axis'. Here, the axis is the center portion of the student's body, or generally the student's torso. The student's 'axis' experiences little to no movement. There are many different non-locomotor movements, including:

- Bending
- Stretching
- Flexing
- Extending
- Lifting
- Raising
- Twisting
- Turning
- Rotating
- Swinging
- Swaying
- Dodging
- Shaking
- Wiggling

- Pulling
- Pushing

Note that non-locomotor skills often accompany locomotor skills. For example, students swing their arms while jogging and bend their knees in order to jump. Let's take a closer look at a few non-locomotor skills, including their definitions.

Types of Manipulative Skills

In the gross-motor area, these skills include:

- Pushing and pulling (the object might be a wheeled toy)
- Lifting
- Striking (such as swinging a baseball bat or [golf club](#) to hit a ball)
- Throwing
- Kicking or rolling (a ball)
- Volleying (a ball back and forth to another person, either with the hands or a racquet)
- Bouncing
- Catching
- Dribbling (moving a ball with the feet, as in soccer)

Activities like pencil tracing, stacking coins, and playing checkers, by contrast, require fine motor skills.

Types of Locomotor Skills

Roughly in order of how children learn them, the locomotor skills are:

Walking: Use smooth, straight steps with arms swinging gently in opposition of feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.

- Balance a stick while walking
- Balance a book while walking
- Balancing egg on a spoon

Running: Sometimes both feet are in the air while traveling

- Relay race
- Dodge the ball
- Base ball
- Robot Tag (page 174)

Hopping: Moving up and down on one foot

- **Skipping rope**
 - **Ropes**
 - **Partners**
 - **One student does the skip roping and another students enters the ring**
- **Potato sack**

- **Have students line up.**
- **Each student has a sack**
- **They start at one end and hop to the other end.**

Jumping: With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope. Going up and down, with both feet in the air at once; can also mean jumping off a height or jumping forward

- Long jump
- High jump
- Jumping over barriers
- Jumping Giant/ sleeping giants
- Jump Frog jump

Galloping: One foot is the leader, and the other foot follows behind. Don't forget to do both sides! Traveling with one foot always in the lead

- obstacle course - crab walk run leap gallop
- Obstacle course: gallop, scooter through cones

Sliding: Galloping sideways

Leaping: Jumping forward or back with one leg outstretched; taking off on one foot and landing on the other

Skipping: March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop. Alternating steps and hops

English Language Arts Curriculum Overview

Third grade

The Goals in ELA for third graders are the following using various prescribed literature books:

- Becoming a Close Reader and Writing to Learn
- Researching to Build Knowledge and Teaching Others
- Analyzing Narrative and Supporting Opinions
- Gathering Evidence and Speaking to Others

Title: My Librarian Is a Camel: How Books Are Brought to Children around the World

Description: The beginning of the year introduces students to the power of literacy and how people around the world access books. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.”

Title: Adaptations and the Wide World of Frogs

Description: The next focus in ELA is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students demonstrate their expertise by writing a “freaky frog trading card”—a research based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.

Title: Connecting Literary and Informational Texts to Study Culture “Then and Now”

Description: Around mid year to early spring, students begin with a class study of the culture of Japan in which they read *Magic Tree House: Dragon of the Red Dawn*, a book set in ancient Japan, paired with *Exploring Countries: Japan*, an informational text about modern Japan.

Title: A Study of Peter Pan

Description: This module focuses on a study of the classic tale *Peter Pan* as students consider how writers capture a reader’s imagination. To build fluency, they participate in a Readers Theater based on *Peter Pan*, and read aloud a monologue. They write opinions, including which *Peter Pan* character is their favorite and why.

Title: Wolves: Fact and Fiction

Description: Students begin by reading the traditional Chinese folktale *Lon Po Po* and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson

to the reader. To close the module, students write a narrative based on a problem faced by real wolves.

Title: The Role of Freshwater around the World

Description: This module focuses on the importance of clean freshwater around the world. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).

Math Curriculum Overview Third Grade

Good evening Parents,

I am Sister Bonnie (your child’s math teacher). I want to thank you for entrusting your child to me this school year. I am strict, but fair teacher. I know you expect me to teach your child well, and prepare each child to be successful in future math classes as well as life. To prepare students for their future, I need all students to come to school prepared. Being prepared means to; 1) have all homework completed 2) come to class with binders 3) be ready to learn.

I often push students to do their best, which has shown to be successful with my students. I understand the frustration with 3rd graders to learn the new procedures, expectations, and the demands of the rigorous day. With school in session for over a month, I see students settle into their daily routines and tend to be more on top of the expectations, from all teachers.

I ask that you please, contact me directly, with any questions, comments or concerns regarding your child and math. If you child is struggling with a concept, send me a note explaining what the problem may be. If a child was unable to complete an assignment, please send me a note explaining why he/she couldn’t do it. With that said, going on vacations is not an excuse. If you know your child will be out for an extended time, please notify me as soon as possible so I can get a packet together. This will help your child not to fall behind.

Attached to this sheet are the topics, with a brief summary, that will be covered this year. Any help you can give at home will benefit your child. I have also provided a grading scale; I will be following based on each trimester. Again, please contact me with any concerns or problems you may see at home. Together we will make this a great school year!!!

Regards,

Sr. Bonnie
bonniemalley77@gmail.com



Graded	Percent of final grade
Homework/Participation	15%
Quizzes (exit tickets)	25%
Projects and IXL Assignments	25%
Tests (mid/end modules	35%

Module 1: *Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10*

This module begins the year by building on students' fluency with addition and their knowledge of arrays. In Topic A, students initially use repeated addition to find the total from a number of equal groups (2.OA.4). As students notice patterns, they let go of longer addition sentences in favor of more efficient multiplication facts (3.OA.1). Topic B extends the study to division. Students understand division as an unknown factor problem and relate the meaning of unknown factors to either the number or the size of groups (3.OA.2, 3.OA.6). In Topic C, students use the array model and familiar skip-counting strategies to solidify their understanding of multiplication and practice related facts of 2 and 3. They become fluent enough with arithmetic patterns to add or subtract groups from known products to solve more complex multiplication problems (3.OA.1). They apply their skills to word problems using drawings and equations with a symbol to find the unknown factor (3.OA.3). This culminates in students using arrays to model the distributive property as they decompose units to multiply (3.OA.5). In Topic D, students model, write, and solve partitive and measurement division problems with 2 and 3 (3.OA.2). Consistent skip-counting strategies and the continued use of array models are pathways for students to naturally relate multiplication and division. Topic E shifts students from simple understanding to analyzing the relationship between multiplication and division. Practice of both operations is combined—this time using units of 4—and a lesson is explicitly dedicated to modeling the connection between them (3.OA.7).

Module 2: *Place Value and Problem Solving with Units of Measure*

Module 2 uses place value to unify measurement, rounding skills, and the standard algorithms for addition and subtraction. The module begins with plenty of hands-on experience using a variety of tools to build practical measurement skills and conceptual understanding of metric and time units. Estimation naturally surfaces through application; this transitions students into rounding. In the module's final topics students round to assess whether or not their solutions to problems solved using the standard algorithms are reasonable.

Module 3: *Multiplication and Division with Units of 0, 1, 6–9, & Multiples of 10*

This module builds directly on students' work with multiplication and division in Module 1. Module 3 extends the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100. Similar to the organization of Module 1, the introduction of new factors in Module 3 spreads across topics. This allows students to build fluency with facts involving a particular unit before moving on. The factors are sequenced to facilitate systematic instruction with increasingly sophisticated strategies and patterns.

Module 4: *Multiplication and Area*

In this module students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. Students conceptualize area as the amount of two-dimensional surface that is contained within a plane figure. They come to understand that the space can be tiled with unit squares without gaps or overlaps. They make predictions and explore which rectangles cover the most area when the side lengths differ. Students progress from using square tile manipulatives to drawing their own area models and manipulate rectangular arrays to concretely demonstrate the arithmetic properties. The module culminates with students designing a simple floor plan that conforms to given area specifications.

Module 5: *Fractions as Numbers on the Number Line*

In this module, students extend and deepen second grade practice with "equal shares" to understanding fractions as equal partitions of a whole. Their knowledge becomes more formal as they work with area models and the number line.

Module 6: *Collecting and Displaying Data*

This module builds on Grade 2 concepts about data, graphing, and line plots. The two topics in this module focus on generating and analyzing categorical and measurement data. By the end of the module, students are working with a mixture of scaled picture graphs, bar graphs, and line plots to problem solve using both categorical and measurement data.

Module 7: *Geometry and Measurement Word Problems*

This final module of the year offers students intensive practice with word problems, as well as hands-on investigation experiences with geometry and perimeter. The module begins with solving one- and two-step word problems based on a variety of topics studied throughout the year, using all four operations. Next students explore geometry. Students tessellate to bridge geometry experience with the study of perimeter. Line plots, familiar from Module 6, help students draw conclusions about perimeter and area measurements. Students solve word problems involving area and perimeter using all four operations. The module concludes with a set of engaging lessons that briefly review the fundamental Grade 3 concepts of fractions, multiplication, and division.

Science Curriculum Overview (September-January)

Third Grade

**"A good scientist (or student) knows the right answers.
A great scientist (or student) knows the right questions." -Author unknown**

Classroom Expectations

- Show respect! "Golden Rule", I believe to treat others how you would want to be treated. I expect students to show respect to each other, to our school, and to me at all times, as I will do the same to them.
- Complete all assignments on-time, and prepare for tests.
- Put forth their best effort on all tasks and participate.
- Come to the classroom prepared and ready to learn ALWAYS

All students have signed a pledge in the first week of school to follow the classroom rule and in case they break them, then they face the consequences.

Negative consequence for breaking the pledge:

- Name written on the white board- This is your first warning
- 1st strike- This is your second warning
- 2nd Strike- Isolated lunch time
- 3rd Strike- Sent to the office
- 4th Strike- Parents are notified

Positive consequence for not breaking the pledge:

- Students will get a star on their classroom discipline chart. At the end of the week students with most stars will either get a piece of candy or a raffle ticket that they can put in a box for a prize or a toy on the last day of school

Homework Policy

- Given 2- 3 times a week.
- Homework counts towards 10% of the final grade.
- Based on what we learned in class.
- Students always note it down in their agenda.
- Always due at the beginning of the class.
- Most of the time a message is sent to parents on "REMIND."
- Any missed homework, students complete and hand in the next day

- Late homework for reasons other than an excused absence cannot be accepted. If they are turned in late, I mark the assignment 'Late' so that parents are aware that only half credits was awarded.
- If continues to miss more than 1 time a week; consequence- isolated lunch time.
- If continues to miss more than 2 times a week; consequence-parents will be notified

Method of Communication: Remind/ Email

- Remind is an app which I will be using as a means of communication with parents
- You will get reminders about the homework, upcoming tests/quizzes/projects/field trips and also good news about your child
- Pictures that tell you what they are learning in school
- If you haven't signed up yet, please grab the code on your way out
- You can also communicate any time through email: arshianaheed@westfallacademy.org

Assessments/Grading Policy

- Quizzes/tests (55%)
- Homework (10%)
- Take home Project (25%)
- Class work /Participation (10%)

Science Fair

- It is in school graded science fair where students are grouped and assigned a question/problem and they follow scientific method steps to solve it.
- The key focus of science fair is of course to learn something new and have fun, but they are also required to follow the scientific method steps while performing the experiment.
- The more involved students are in the process, the more likely they are able to retain the information.
- The parents are invited for the presentations and a letter will be sent home at least one week prior to the science fair.

HOME WORK POLICY

- Given 2- 3 times a week
- Based on what we learned in class
- Students always note it down in their agenda
- Always due at the beginning of the class
- Most of the time a message is sent to parents on "REMIND"
- Any missed homework, students completes on working lunch table
- If continues to miss more than 2 times a week; consequence-loses gym/computer
- If continues to miss more than 3 times a week; consequence-parents will be notified

REMIND

Remind is an app which I will be using as a means of communication with parents. You will get reminders about the homework, upcoming tests/quizzes/ projects/field trips and also good news about your child. Also you will receive through this app pictures that tell you what they are learning in school. If you haven't signed up yet, please grab the code on your way out. Contact me anytime on "Remind" or email me at arshianaheed@westfallacademy.org. I am so lucky to be able to work with the most important people for our future!

Scientific Process Skills:

- Understanding the scientific process such as, observing, communicating, classifying, comparing, contrasting, measuring, manipulating materials, interpreting data, inferring and creating models.

Life Science

- Living and Non-Living: Their characteristics
- Plants: Functions and lifecycle

Physical Science

- Matter: Solid, Liquid, and Gas

Health Science

- Food and Nutrition
- Take home Project

Earth Science

- Revolution, rotation
- Layers of earth,\
- Natural Resources
- Three R's- Reduce, Reuse and Recycle

Social Studies Curriculum Overview (February-June)

Third Grade

Geography

- Introduction to geography
- Types of community
- Landforms and water forms
- Early Communities

History

- Globalization
- Cultural Diversity

Civics

- Leadership and Government
- Children's Rights

Quran Curriculum Overview

Third Grade

Hafth (Memorization) With general meaning of the Surah (Chapter) and specific vocabulary from the Surah (Chapter)

- Fatiha + the meaning of the surah
- Balad
- A'la
- A'laq
- Shams
- Bayannah
- Layl

Reading

- Reading in the Quran made Easy Book
- Reading in the Quran
- A new vocabulary from the Qur'an for the test

Tajweed :

- Lesson heavy sound letters and light sound letters
- Lesson Al – Maad Al- Tabea'ee

- Lesson of Qlqala
- Lesson of Al-laam Al-Shamsiya and Al-Laam Al-Kamariya

Islamic Studies Curriculum Overview Third Grade

III. Dua'a

- After Wudu
- After the Opening of Salah
- Upon Bowing for Raku'
- Upon Rising from Raku'
- Upon Kneeling down for Sujud
- Between the Sajads

IV. Hadith (Islamic Education Book)

- Hadith #1 What is Islam
- Hadith #2 Ghusl Al-Jumu'ah
- Hadith #3 Salat-ul-Jama'ah

V. A'qidah Lessons about knowing Allah(SWT)

- Allah is One (At-Tawheed)
- Allah is All-Hearing, All- Seeing, All-Knowing
- Allah is Ever-Living, Allah is Ever-Lasting
- The Ninety Names of Allah

VI. Abadaat

- At-Taharah(Cleanliness and Purity)
- Al Wudu(Washing for Salah)

VII. As-Seerah al-Nabawia

- The Best Example
- Late childhood in Makkah
- Bahira the Monk
- As-Sadiq, Al-Ameen
- As-Sayeda Khadija
- In Cave Hira
- The Last Messenger
- Waraqa ibn Nawfal
- We Love Muhammad

VIII. Stories from the Quran

- The Sons of Adam (as), Qabeel and Habeel
- Al-Masih Isa (as) ibn Maryam

IX. Muslim' Celebrations

- Eid ul-Fitr
- Eid ul-Adha
- The Eid Prayer.

Arabic Language Curriculum Overview Third Grade

Reading and Writing

- Reading from related text in the I Love Arabic series level 3.
- Dictation
- Translation

Grammar

- Working with verbs: present tense, past tense, future tense
- Singular, dual, and plural forms
- Propositions and adverbs
- Masculine and feminine forms of words
- Conjunctions

Conversation and Vocabulary

- Days of the week, and months of the year – Create your own calendar
- Telling time in Arabic – specifying the time of the day (morning, evening, night)
- A visit to the city (museums, movies, touring religious sites)
- Careers
- Asking for directions
- Transportation
- Trip to the beach
- Parts of the Body