



# **Westfall Academy**

## 2017-2018

# Curriculum Overview

# Sixth 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](http://engageny.org)

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# English Language Arts Curriculum Overview

English Language Arts consists of the Listening and Learning Strand, Skills Strand, Guided Reading, Independent Reading, Writing, and Word Work

## Listening and Learning Strand

The Listening and Learning Strand consists of a series of read-alouds organized by topics (called domains), many of which are informational in nature. The goal of the Listening and Learning Strand is for students to acquire language competence through listening, specifically building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent read-alouds. The Domains are as follows:

**Domain 1:** Nursery Rhymes and Fables

**Domain 2:** The Five Senses

**Domain 3:** Stories

**Domain 4:** Plants

**Domain 5:** Farms

**Domain 6:** Native Americans

**Domain 7:** Kings and Queens

**Domain 8:** Seasons and Weather

**Domain 9:** Columbus and the Pilgrims

**Domain 10:** Colonial Towns

**Domain 11:** Taking Care of the Earth

**Domain 12:** Presidents

## The Skills Strand

The Skills Strand teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. In addition to phonics, students are also taught spelling, grammar, and writing through the Skills Strand.

## Guided Reading and Accountable Independent Reading

This is additional literacy time within the school day where teachers can work with students in developmentally appropriate groupings to meet their individual needs. This is an opportunity for the favorite traditional read aloud, literacy based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. Students are also learning the importance of writing. They will learn to form letters correctly, combine letters into words, and eventually words into sentences and stories. The purpose of this time is to build independent, interested, and capable readers and writers.

# 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.

<b>Basic Computer Concepts and Operations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5-7</b>
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
<b>Technology Productivity Tools / Keyboarding</b>					X	X
<b>Students will be able to:</b>	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
<b>Social, Ethical, and Human Issues</b>					X	X
<b>Students will learn and be able to:</b>					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
<b>Word Processing</b>						
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
<b>Presentation Software</b>						
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						
<b>Internet skills</b>				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
<b>Effective Research Strategies</b>						
<b>Students will learn and be able to:</b>				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

## Sixth Grade

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

- Becoming a Close Reader and Writing to Learn – Poetry, Biography and Writer’s Identity
- Considering Perspectives and Supporting Opinions
- Researching to Build Knowledge and Teaching Others
- Gathering Evidence and Speaking to Others

### **Title: Myths: Not Just Long Ago**

**Description:** Students read Rick Riordan’s The Lightning Thief with a focus on the archetypal hero’s journey and close reading of the many mythical allusions. Students will closely read several complex Greek myths.

### **Title: Voices of Adversity**

**Description:** Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research based unit on the Middle Ages. They then move into modern voices to study adversity by reading concrete poems in the books Blue Lipstick and Technically, It’s Not My Fault.

### **Title: Sustaining the Oceans**

**Description:** Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. To conclude the module students write an informative consumer guide about buying fish to be put into a grocery store.

### **Title: Insecticides: Costs vs. Benefits**

**Description:** Students consider the balance between human needs and environmental consequences as they read the novel Frightful’s Mountain and complex informational texts about the benefits and drawbacks of the use of DDT.

# Math Curriculum Overview

## Sixth 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 6th 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 your 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%

Students begin their sixth grade year investigating the concepts of ratio and rate. They use multiple forms of ratio language and ratio notation, and formalize understanding of equivalent ratios. Students apply reasoning when solving collections of ratio problems in real world contexts using various tools (e.g., tape diagrams, double number line diagrams, tables, equations and graphs). Students bridge their understanding of ratios to the value of a ratio, and then to rate and unit rate, discovering that a percent of a quantity is a rate per 100. The 35 day module concludes with students expressing a fraction as a percent and finding a percent of a quantity in real world concepts, supporting their reasoning with familiar representations they used previously in the module.

## **Module 2: Arithmetic Operations Including Division of Fractions**

In Module 2, students complete their understanding of the four operations as they study division of whole numbers, division by a fraction and operations on multi-digit decimals. This expanded understanding serves to complete their study of the four operations with positive rational numbers, thereby preparing students for understanding, locating, and ordering negative rational numbers (Module 3) and algebraic expressions (Module 4).

## **Module 3: Rational Numbers**

Students are familiar with the number line and determining the location of positive fractions, decimals, and whole numbers from previous grades. Students extend the number line (both horizontally and vertically) in Module 3 to include the opposites of whole numbers. The number line serves as a model to relate integers and other rational numbers to statements of order in real-world contexts. In this module's final topic, the number line model is extended to two-dimensions, as students use the coordinate plane to model and solve real-world problems involving rational numbers.

## **Module 4: Expressions and Equations**

In Module 4, Expressions and Equations, students extend their arithmetic work to include using letters to represent numbers in order to understand that letters are simply "stand-ins" for numbers and that arithmetic is carried out exactly as it is with numbers. Students explore operations in terms of verbal expressions and determine that arithmetic properties hold true with expressions because nothing has changed—they are still doing arithmetic with numbers. Students determine that letters are used to represent specific but unknown numbers and are used to make statements or identities that are true for all numbers or a range of numbers. They understand the relationships of operations and use them to generate equivalent expressions, ultimately extending arithmetic properties from manipulating numbers to manipulating expressions. Students read, write and evaluate expressions in order to develop and evaluate formulas. From there, they move to the study of true and false number sentences, where students conclude that solving an equation is the process of determining the number(s) that, when substituted for the variable, result in a true sentence. They conclude the module using arithmetic properties, identities, bar models, and finally algebra to solve one-step, two-step, and multi-step equations.

## **Module 5: Area, Surface Area, and Volume Problems**

In this module, students utilize their previous experiences in order to understand and develop formulas for area, volume, and surface area. Students use composition and decomposition to determine the area of triangles, quadrilaterals, and other polygons. Extending skills from Module 3 where they used coordinates and absolute value to find distances between points on a coordinate plane, students determine distance, perimeter, and area on the coordinate plane in real-world contexts. Next in the module comes real-life application of the volume formula where students extend the notion that volume is additive and find the volume of composite solid figures. They apply volume formulas and use their previous experience with solving equations to find missing volumes and missing dimensions. The final topic includes deconstructing the faces of solid figures to determine surface area. To wrap up the module, students apply the surface area formula to real-life contexts and distinguish between the need to find surface area or volume within contextual situations.

## **Module 6: Statistics**

In this module, students move from simply representing data into analysis of data. Students begin to think and reason statistically, first by recognizing a statistical question as one that can be answered by collecting data. Students learn that the data collected to answer a statistical question has a distribution that is often summarized in terms of center, variability, and shape. Throughout the module, students see and represent data distributions using dot plots and histograms. They study quantitative ways to summarize numerical data sets in relation to their context and to the shape of the distribution. As the module ends, students synthesize what they have learned as they connect the graphical, verbal, and numerical summaries to each other within situational contexts, culminating with a major project.

# Science Curriculum Overview (September-January) Fifth and Sixth 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 completes and hands 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](mailto:arshianaheed@westfallacademy.org). I am so lucky to be able to work with the most important people for our future!

## Life science

- Disease: Differentiate between communicable and non communicable diseases.
- Identify disease producing agents (bacteria, virus, and fungi)
- Genetics- In all organisms, genetic traits are passed on from generation to generation.  
Dominant and recessive genes

## Physical science

- Rocks and minerals: Rock Cycle
- Natural disasters: earthquakes, erosion, volcano (how earths surfaces changes due to these disasters)

## Health Science

- Nutrition: The importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explaining the need for a constant input of energy for living organisms.

# Social Studies Curriculum (Feb-June)

## Fifth and Sixth Grade

### Geography

- Understanding maps and charts
- Geography and Early Human Beings
- From Exploration to Revolution
- 

### History

- Explorers
- Colonial America

### Civics

- United States Government
- Three Branches of Government



# Quran Curriculum Overview

## Sixth Grade

### **I. Hafth** (Memorization ) With general meaning of the Surah

- Fathah and the meaning of the surah
- Baruj
- Infitar
- Naba
- Takwir
- Tariq

### **II. Reading**

- Reading in the Quran made Easy Book
- Reading in the Quran

### **II. Tajweed**

- Lesson of heavy sound letters and light sounds letters
- Lesson of Al- Madd Al- Tabea'ee
- Lesson of Qlqala
- Lesson of Noon Sakana and Tanween
- Lesson of letters of Hamms
- Lesson of Al-Meem Al-Sakana

# Islamic Studies Curriculum Overview

## Sixth Grade

### III. **Dua'a**

- Allah please give us which is good in this life and the hereafter ( Baqarah ; 201)
- Our Lord, we have believed so forgive us our sins and protect us from the punishment of the hellfire ( 'Ali-Imran; 16)
- Our Lord, pour upon us patience and let us die as Muslims ( Al-'Araf ; 126)

### IV. **Hadith**

- Hadith 1: Allah (SWT) said, 'The first thing that the people will be called to account on the Day of Resurrection will be the prayers.'
- Hadith 2: Allah (SWT) said, I have imposed on your nation five prayers, and who compiles ablution, timings and prostration, they have a covenant from me to grant them entry to Paradise. If I was found to contradict from what has been stated, it is up to Me if to torture him or absolve him

### V. **A'qidah(Islamic A'qidah and Fiqh)**

- Lesson 1: What is Islam and Who is a Muslim?
- Lesson 2: Islamic A'qidah, A Summary of Iman
- Lesson 8: Creation of the First Man
- Lesson 10: Malai'kah, The Angels

### VI. **A'badaat(Islamic A'qidah and Fiqh)**

- Lesson 1: Introduction to Fiqh and Five Pillars of Islam
- Lesson 2: Purification and its Means

### VII. **Adaab(Islamic Tahdhib and Akhlaq)**

- Lesson 1: Tahdhib and Akhlaq : Moral Education
- Lesson 2: Obedience to Parents
- Lesson 3: Cleanliness

### VIII. **As-Seerah al-Nabawia ( Islamic Tahdhib and Akhlaq)**

- Lesson 3: The Life of Prophet Mohammad

### IX. **The Four Rightly – Guided Khulifa ( Islamic Tahdhib and Akhlaq)**

- Lesson 4: Abu Bakir (ra) The First Khalifa 'Umar (ra) The Second Khalifa
- 'Uthman ( ra) The Third Khalifa 'Ali (ra) The Fourth Khalifa

### X. **Other Famous Muslims**

- Lesson 5: Bilal Ibn Rabah

### XI. **Stories of Prophets from the Quran ( Islamic Tahdhib and Akhlaq)**

- Lesson 2: Prophet Adam (as) Prophet Nuh (as)
- Prophet Saleh (as) Prophet Ibrahim (as)