



Westfall Academy

2017-2018

Curriculum Overview

Fifth 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

Fifth Grade

The Goals in ELA for fourth 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: Stories of Human Rights

Description: Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study Esperanza Rising, applying their new learning about human rights as one lens through which to interpret character and theme.

Title: Inventions that Changed Peoples’ Lives

Description: Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. Students read the graphic novel Investigating the Scientific Method with Max Axiom, Super Scientist as well as several informational articles about inventions.

Title: Balancing Competing Needs in Canada

Description: Students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. They read The Inuit Thought of It: Amazing Arctic Innovations, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago.

Title: Natural Disasters in the Western Hemisphere

Description: Students read literature set during a natural disaster: the beautifully illustrated picture book Eight Days: A Story of Haiti and the novel Dark Water Rising. Students conduct a short research project about Haiti and the Red Cross.

Math Curriculum Overview

Fifth 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 5th 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%

Module 1

Place Value and Decimal Fractions

In Module 1, students' understanding of the patterns in the base ten system are extended from Grade 4's work with place value of multi-digit whole numbers and decimals to hundredths to the thousandths place. In Grade 5, students deepen their knowledge through a more generalized understanding of the relationships between and among adjacent places on the place value chart, e.g., 1 tenth times any digit on the place value chart moves it one place value to the right. Toward the module's end students apply these new understandings as they reason about and perform decimal operations through the hundredths place.

Module 2

Multi-Digit Whole Number and Decimal Fraction Operations

In Module 2 students apply patterns of the base ten system to mental strategies and a sequential study of multiplication via area diagrams and the distributive property leading to fluency with the standard algorithm. Students move from whole numbers to multiplication with decimals, again using place value as a guide to reason and make estimations about products. Multiplication is explored as a method for expressing equivalent measures in both whole number and decimal forms. A similar sequence for division begins concretely with number disks as an introduction to division with multi-digit divisors and leads student to divide multi-digit whole number and decimal dividends by two-digit divisors using a vertical written method. In addition, students evaluate and write expressions, recording their calculations using the associative property and parentheses. Students apply the work of the module to solve multi-step word problems using multi-digit multiplication and division with unknowns representing either the group size or number of groups. An emphasis on the reasonableness of both products and quotients, interpretation of remainders and reasoning about the placement of decimals draws on skills learned throughout the module, including refining knowledge of place value, rounding, and estimation.

Module 3

Addition and Subtraction of Fractions

In Module 3, students' understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades' centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward, especially as applied to algebra.

Module 4

Multiplication and Division of Fractions and Decimal Fractions

Module 4 extends student understanding of fraction operations to multiplication and division of both fractions and decimal fractions. Work proceeds from interpretation of line plots which include fractional measurements to interpreting fractions as division and reasoning about finding fractions of sets through fraction by whole number multiplication. The module proceeds to fraction by

fraction multiplication in both fraction and decimal forms. An understanding of multiplication as scaling and multiplication by n/n as multiplication by 1 allows students to reason about products and convert fractions to decimals and vice versa. Students are introduced to the work of division with fractions and decimal fractions. Division cases are limited to division of whole numbers by unit fractions and unit fractions by whole numbers. Decimal fraction divisors are introduced and equivalent fraction and place value thinking allow student to reason about the size of quotients, calculate quotients and sensibly place decimals in quotients. Throughout the module students are asked to reason about these important concepts by interpreting numerical expressions which include fraction and decimal operations and by persevering in solving real-world, multistep problems which include all fraction operations supported by the use of tape diagrams.

Module 5

Addition and Multiplication with Volume and Area

In this module, students work with two- and three-dimensional figures. Volume is introduced to students through concrete exploration of cubic units and culminates with the development of the volume formula for right rectangular prisms. The second half of the module turns to extending students' understanding of two-dimensional figures. Students combine prior knowledge of area with newly acquired knowledge of fraction multiplication to determine the area of rectangular figures with fractional side lengths. They then engage in hands-on construction of two-dimensional shapes, developing a foundation for classifying the shapes by reasoning about their attributes. This module fills a gap between Grade 4's work with two-dimensional figures and Grade 6's work with volume and area.

Module 6

Problem Solving with the Coordinate Plane

In this module, students develop a coordinate system for the first quadrant of the coordinate plane and use it to solve problems. Students use the familiar number line as an introduction to the idea of a coordinate, and they construct two perpendicular number lines to create a coordinate system on the plane. Students see that just as points on the line can be located by their distance from 0, the plane's coordinate system can be used to locate and plot points using two coordinates. They then use the coordinate system to explore relationships between points, ordered pairs, patterns, lines and, more abstractly, the rules that generate them. This study culminates in an exploration of the coordinate plane in real world applications.

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 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!

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

Fifth Grade

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

- 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

Fifth 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)