

Sakinah Circle Program

The Sakinah Circle program has as its core the vision to provide students with access to an educational approach based on the Qur'anic worldview (Appendix I). Through this process students will develop critical minds, nurture conscious hearts and become compassionate human beings. This educational process will take place in an environment that recognizes the learner's *fitrah* (innate nature), nurtures *taqwa* (God consciousness) and cultivates learners who become *khulafa* (vicegerents of Allah).

Fundamental to learning from a Qur'anic worldview is to understand the Qur'anic view of success, which holistically encompasses success in this world and in the Hereafter. Experiencing the world, especially the natural world, with the intention of reading signs of the Creator helps to develop a learning paradigm and worldview shaped by *taqwa*. Learning with intention, *bismillah*, in the Name of God, cultivates an awareness of our place in the world. To this effect, we strive to be respectful, responsible, and real (authentic, without façade) in every way. Students will be encouraged to develop attitudes of reflection and sakinah in an overall learning experience of spiritual nurture. Students and staff will strive for *ihsan* (beauty, excellence, and goodness), bringing quality to every aspect of life and learning.

Curriculum documents for Sakinah Circle address the outcomes of the K-6 Alberta Program of Study. Units of study are approached thematically, integrating Qur'anic content, Islamic concepts, and tradition where appropriate, to enrich the worldview central to the Islamic way of life. To do this, thematic statements in the form of Enduring Understandings are identified for each General Outcome in each grade level of the Program of Study. Enduring understandings provide a unifying concept, are transferable, and are conceptualized through sustained inquiry in the learning process (Appendix II).

In addition to the stated Enduring Understandings and Alberta Education grade-specific learner outcomes, each curriculum document identifies possible reflective questions for teacher and learner consideration. Reflecting on these questions is intended to further integrate aspects of Islam with the Alberta Program of Study. Reflective questions serve to orient and direct teacher thinking with two distinct foci: reflective questions encourage both teachers and students to relate and connect aspects of Islam and Islamic civilization with the Program of Study outcomes; and reflective questions help teachers direct student thinking to the higher levels of Bloom's taxonomy (analysis, synthesis, evaluation) in the Alberta Program of Study outcomes.

A sample Transfer/Performance Assessment Task has been identified for each general outcome by way of providing an exemplar of a student activity that directly links the Qur'anic worldview or Islamic heritage and the provincial Program of Study. Authentic assessment is seen as a tool to analyze student learning, and as its Latin origin *assidere* (to "sit with") implies, the teacher makes thoughtful observations, balances a variety of assessment techniques, keeps records, offers helpful feedback, and applies the gained knowledge of student learning; formative assessment becomes an integral part of planning the learning process.

The goal then is for students to internalize the enduring understandings inherent in the Sakinah Circle approach, as specifically identified in each subject/unit.

The Sakinah Circle curriculum and program are based on the approach to learning outlined and elaborated in *Concentric Circles, Nurturing Awe and Wonder in Early Learning – A Foundational Approach* by Elma Ruth Harder (2006, Al-Qalam Publishing).

Appendices

1. Vision and Mission
2. Enduring Understandings of the Sakinah Circle Program
3. Glossary of Qur’anic Terms
4. Sample Teaching Themes
5. Overview of Sample Transfer / Performance Assessment Tasks
6. Recommended Resources

ENDURING UNDERSTANDING: Language is a divine gift.

GRADE LEVEL Kindergarten **SUBJECT:** Language Arts

General Outcome 1: Explore thoughts, ideas, feelings and experiences

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>1.1 Discover, Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> • share personal experiences prompted by oral, print and other media texts • talk about ideas, experiences and familiar events <p>Experiment with language and forms</p> <ul style="list-style-type: none"> • talk and represent to explore, express and share stories, ideas and experiences <p>Express preferences</p> <ul style="list-style-type: none"> • talk about favourite oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> • talk about own reading and writing expression <p>1.2 Clarify and Extend Consider the ideas of others</p> <ul style="list-style-type: none"> • listen to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> • connect related ideas and information <p>Extend understanding</p> <ul style="list-style-type: none"> • express interest in new ideas and experiences 	<ol style="list-style-type: none"> 1. <i>What is the meaning of sakinah? How can we bring sakinah to our circle?</i> 2. <i>Why do we say Bismillah? Why is it important to make an intention? How does saying “bismillah” bring intention to our actions?</i> 3. How have our personal experiences shaped us? 4. How are our experiences like those of others? Like others in our class? Like others in books we read? 5. How can we learn from and reflect upon our experiences? 6. <i>In what ways can we remember Allah when we express our ideas?</i> 7. Why should we listen to the ideas of others? 8. How will learning about the feelings and ideas of others help us to understand them? How can we learn from and reflect upon the experiences of others? 9. What are goals? How do goals help us? 10. <i>What ahadith teach us about the importance of listening?</i> 11. <i>How do we consider Islamic values and perspectives as we read and view books and resources?</i> 12. <i>How can we make connections with our learning and our faith?</i> 13. <i>How is language a blessing and gift from God?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Taking the First Step: Bismillah**

Every journey begins with the first step. Every action begins with intention.

What the student will do:

- 1) After playing a short game of “follow the leader,” sit in a circle for guided discussion. Begin with *Bismillah*.
- 2) Brainstorm activities we regularly do. Make a list on chart paper and sketch visual clues.
 - a. A bed for sleeping
 - b. Fork and spoon for eating
 - c. A prayer mat for performing *salah*
 - d. A bus for going to school
 - e. A minaret for going to the mosque

Continue with more examples.

- 3) Reflect: *Why do we sleep? Why do we eat? Why do we pray? ...*
- 4) At the next circle time, review the list. Add several items.
- 5) Reflect on: *Why do we eat lunch? How do our deeds become more important when we make an intention? How can we make an intention before eating? How does saying “Bismillah” help us remember Allah? How does that help us remember that food is a gift and a blessing?*
- 6) Prepare to act out the activity, by first reflecting on how to make an intention. Perform a little skit. Express the intention in their own words (it can be as simple as saying “Bismillah”, or it can include the reasoning for why they are doing something).
- 7) In a circle perform this poem with a rhythmic beat. Clap or tap along.

*Make it before you take it.
 Make it before you take it.
 Make it before you take it.
 Make what? The intention!
 Make what? The intention!*

*Make it before you take it.
 Make it before you take it.
 Take what? The intention!
 Take what? The intention!*

*Make it before you take it.
 Make it before you take it.
 Make it before you take it.*

Then take it!

[Lyrics © Elma Ruth Harder, *Concentric Circles*, p.184]

ENDURING UNDERSTANDING: Language is a divine gift.**GRADE LEVEL** Kindergarten **SUBJECT:** Language Arts**General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>2.1 Uses strategies and clues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • connect oral language with print and pictures • understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed • expect print and pictures to have meaning and to be related to each other in print and other media texts • understand that print and books are organized in predictable ways. <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • begin to use language prediction skills when stories are read aloud • ask questions and make comments during listening and reading activities • recall events and characters in familiar stories read aloud by others • read own first name, environmental print and symbols, words that have personal significance and some words in texts. <p>Use textual clues</p> <ul style="list-style-type: none"> • attend to print cues when stories are read aloud • begin to identify some individual words in texts that have been read aloud <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • begin to make connections among sounds, letters, words, pictures and meaning • identify and generate rhyming words in oral language 	<ol style="list-style-type: none"> 1. <i>How can I, the facilitator, help my young learners become literate in reading the books of revelation – the Qu’ran and the cosmos? Am I, myself, consciously reading the ayat (the verses in the Qur’an and the signs in the cosmos) which continuously remind us of our Creator and Sustainer?</i> 2. <i>Why is reading important? What does it mean to be literate?</i> 3. How can prior knowledge be built and reflected upon to attain further knowledge? 4. <i>How can we use our language arts experiences to learn more about Islam and reflect on what we know about Islam?</i> 5. How do our life experiences, culture, and background affect our prior knowledge and where we are as learners? 6. How can we learn to appreciate and respect books and stories? 7. How does an illustration affect our understanding of a story? 8. How can pictures provide context clues for reading and understanding stories? How can we use pictures to predict the events of a story? 9. How can our knowledge of an author help us to predict the events of a story? 10. How can we use rhyme to predict what will be said next? 11. Which individual words are important for students to identify? 12. What print clues are important for students to attend to? 13. <i>How can we remember Allah when we participate in tasks such as reading?</i> 14. <i>What du’as can we say before we read?</i> 15. <i>How can we recognize sounds in both Arabic</i>

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • hear and identify sounds in words • associate sounds with consonants that appear at the beginning of personally significant words <p>Use references</p> <ul style="list-style-type: none"> • recite the letters of the alphabet in order • copy scribed words and print texts to assist with writing <p>2.2 Respond to texts Experience various texts</p> <ul style="list-style-type: none"> • participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs. • listen and view attentively • identify favourite stories and books <p>Construct meaning from text</p> <ul style="list-style-type: none"> • relate aspects of oral, print and other media texts to personal feelings and experiences • talk about and represent the actions of characters portrayed in oral, print and other media texts • talk about experiences similar or related to those in oral texts, print and other media <p>experiment with sound, words, word patterns, rhymes and rhythms</p> <p>2.3 Understand forms and genres</p> <ul style="list-style-type: none"> • experience a variety of oral, print and other media texts • develop a sense of story through reading, listening and viewing experiences • identify the main characters in a variety of oral, print and other media texts <p>Experiment with language appreciate the sounds and rhythms of</p>	<p><i>and English?</i></p> <p>16. <i>How can we make important Islamic words audibly recognizable for students?</i></p> <ul style="list-style-type: none"> • <i>Allah</i> • <i>bismillah (in the name of Allah)</i> • <i>alhamdulillah (praise be to Allah)</i> • <i>subhan'Allah (glory be to Allah)</i> • <i>mash'Allah (as Allah has willed)</i> <p>17. How can attentively listening help us to show respect for the person who is reading us a story or sharing a story with us orally?</p> <p>18. <i>What can we learn from stories of the prophets?</i></p> <p>19. Why are certain books our favourite books? What values and attitudes do books teach us</p> <p>20. <i>How can we relate an Islamic perspective and ideas to the books we read and the stories we share?</i></p> <p>21. What outcomes do the actions of characters have? <i>How can these actions and the outcomes of these actions be reflected upon from an Islamic perspective to help us to learn values of cooperation, patience, kindness, and others?</i></p> <p>22. What is the importance of the main character and setting of story? What is the focus of the stories we read? What can we learn from the stories we read? What does the author want us to know and learn about?</p> <p>23. <i>How can ayat that we memorize help us to reflect on blessings from Allah?</i></p> <p>24. How can we reflect upon the ideas of others to help us to generate our own ideas?</p>

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>language in shared language experiences such as nursery rhymes and personal songs</p> <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • contribute ideas and answer questions related to experiences and familiar oral, print and other media texts <p>Elaborate on expression of ideas</p> <ul style="list-style-type: none"> • listen to and recite short poems, songs and rhymes; and engage in word play and action songs <p>Structures texts</p> <ul style="list-style-type: none"> • draw, record or tell about ideas and experiences • talk about and explain the meaning of own pictures and print 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Listen, Reflect, Share and Respond: The Story of a Prophet

Students will listen and reflect on stories of the prophets. Relate a story to something real and understandable (animals, plants and other natural phenomena). For example:

Rainstorms, flood waters, rainbow – Prophet Nuh and the flood

Sun, moon, stars – Prophet Ibrahim and his questions

Hoopoe, ants, horses – Prophet Sulaiman and his communication with creatures

Spider’s web – Prophet Muhammad in the cave

Sample transfer task to address feelings of insecurity and fear

Students will:

- 1) Listen to the story of Prophet Yusuf trapped in the well, sold by his brothers, taken to an unknown land, and later even thrown in prison. (Prophet Yunus was thrown overboard during a furious storm at sea and was swallowed by a creature of the sea; Prophet Ibrahim was thrown into the fire which did not burn him.)
- 2) Identify repeated key words. Use phonics and structural analysis to make connections among sounds, letters, words, pictures and meaning.
- 3) Discuss how the prophet was in a difficult situation and in Allah’s protection. Relate that story to how Allah protects us. Reflect on feelings of insecurity. Share stories of when they have been afraid and how they were helped and protected.
- 4) Working at their own level, make a journal entry about personal experiences. Use key words for generating text. Include a drawing to accompany ideas.

ENDURING UNDERSTANDING: Language is a divine gift.**GRADE LEVEL: Kindergarten SUBJECT: Language Arts****General Outcome 3: Manage ideas and information**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> attend to oral, print and other media texts on topics of interest make statements about topics under discussion <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to satisfy personal curiosity <p>Plan to gather information</p> <ul style="list-style-type: none"> suggest ways to gather ideas and information <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> seek information from a variety of sources such as people at school, or home, in the community, picture books, photographs and videos. <p>Access information</p> <ul style="list-style-type: none"> use illustrations, photographs, video programs, objects and auditory clues to access information <p>Evaluate sources</p> <ul style="list-style-type: none"> ask questions to make sense of information <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> categorizes objects and pictures according to visual similarities and differences <p>Record information</p> <ul style="list-style-type: none"> represent and talk about ideas and information; dictate to a scribe <p>Evaluate information</p> <ul style="list-style-type: none"> share new learnings with others <p>3.4 Share and Review Share ideas and information share ideas and information about topics of interest</p>	<ol style="list-style-type: none"> Why do we focus our attention when we learn? How does a person who is focusing his or her attention compare to a person that is not focusing? <i>How can making du'a before we learn help us focus our attention?</i> How can our questions help us to learn? Why should we never feel shy about asking questions? <i>What did the Prophet Muhammad say about asking questions?</i> <i>What is the Islamic etiquette of asking questions?</i> How can we gather information? From where can we gather information? What skills can we use to seek information and sources of information? How can we be respectful and courteous when we seek information from people? How can our community leaders and helpers be an important source of information for us? How can we critically look at the sources of information and different points of view? How can information I learn be useful to me? How can talking about what I learn help me to remember? <i>What is the Islamic etiquette of sharing information? What do we remember before we share information?</i> How can reading and writing help us learn?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Share an Experience and Make a Book Together: Sharing the Wonder**

After experiencing a snowfall, students will discuss how the snow is a blessing.

- 1) Listen to and view picture books about snow.
First Snow in the Woods: A Photographic Fantasy by Carl Sams and Jean Stoick, 2007.
Snow by Nancy Elizabeth Wallace, 1995.
- 2) Recite the following poem and do actions that go along with the lyrics.

*Snowflakes are falling down from the sky.
 Snowflakes are falling down from the sky.
 Snowflakes are falling down from the sky,
 Bringing the blessings from way up high.*

[Lyrics © Elma Ruth Harder]

- 3) Brainstorm other blessings that come down from the sky.
- 4) Make snowflakes in an art lesson.
- 5) Create a caption for the artwork. Students can dictate or copy the caption themselves.
- 6) Students contribute their picture and writing to a class book or bulletin board to share with others.

Depending on the season and the weather, discover other blessings from the sky. In the poem, replace snowflakes with raindrops or red leaves. Collecting leaves and making leaf rubbings can be a fascinating activity.

ENDURING UNDERSTANDING: Language is a divine gift.**GRADE LEVEL: Kindergarten SUBJECT: Language Arts****General Outcome 4: Enhance the clarity and artistry of communication**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> make statements related to the content of pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> retell ideas to clarify meaning in response to questions or comments <p>Enhance legibility</p> <ul style="list-style-type: none"> form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner explore the keyboard, using letters, numbers and the space bar <p>Expand knowledge of language</p> <ul style="list-style-type: none"> explore and experiment with new words and terms associated with topics of interest experiment with rhymes and rhythms of language to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with sounds, colours, print and pictures to express idea and feeling <p>4.2 Attend to Conventions Attend to grammar and usage</p> <ul style="list-style-type: none"> develop a sense of sentence <p>Attend to spelling</p> <ul style="list-style-type: none"> hear and identify dominant sounds in spoken words demonstrate curiosity about visual features of letters and words with personal significance connect letters with sounds in words print own name; copy environmental print and words of personal importance <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> recognize capital letters and periods in print texts capitalize first letter of own name 	<ol style="list-style-type: none"> Why is it important to share what we discover? Why is it important to communicate ideas and be able to tell others what we have experienced with accuracy and beauty? Is it possible to share the wonder in our communication? How does the artistry of communication help? <i>Why do we say "Bismillah" before we begin any task? (In this case, tasks discussed would include writing, composing, brainstorming, and other language learning.)</i> <i>Can we hear different languages spoken in the class?</i> What are topics of personal interest? <i>What topics are of special interest to Muslims?</i> <i>What personal experiences and family and Islamic tradition can we reflect upon?</i> <i>What is the Islamic etiquette of sharing oral information and listening respectfully to others delivering oral information?</i> How does neat handwriting help to communicate meaning of the text?

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>4.3 Present and share</p> <p>Present information</p> <ul style="list-style-type: none"> • share ideas and information about own drawings and topics of personal interest <p>Enhance presentation</p> <ul style="list-style-type: none"> • use drawings to illustrate ideas and information, and to talk about them <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • speak in a clear voice to share ideas and information <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • follow one-or-two-step instructions • make comments that relate to the topic 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Communicating What We Discover: What lives in the garden?

Students will:

- 1) Participate in a silent observation walk in a garden for several minutes.
- 2) Work with a partner to record what they discover; use drawings and lists of all the living things found in the garden.
- 3) In circle discussion, speak in a clear voice to describe what they saw in the garden.
- 4) View pictures of things that live in a garden, like flowers, trees, vegetables, insects, and other creatures. Pass the pictures around the circle.
- 5) Sort the pictures into groups. Silently, one picture at a time, indicate in which group the picture belongs. Discuss the groupings, make any needed changes, and label each group.
- 6) Write the sentence "I like..." For example: (insert appropriate words describing nature) several times. Experiment with rhythm, sound, descriptors, visual cues. For example:
 - I like bugs. • I like slugs. • I like BIG bugs and slugs.
 - I like red. • I like red buds.
- 7) Learn the chant.

Would you like to have a garden of grape vines?

Would you like to have a garden where running waters flow?

Would you like to have a garden of date palms?

Would you like to have a garden where all fruits grow?

[Lyrics © Elma Ruth Harder, *Concentric Circles*, p.205]

Refer to *al-Baqarah*: 266 (*Would any of you like to have a garden of palm trees and vines, with streams running in it, with all kinds of fruit...)*

ENDURING UNDERSTANDING: Language is a divine gift.**GRADE LEVEL: Kindergarten SUBJECT: Language Arts****General Outcome 5: Respect, support and collaborate with others**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>5.1 Respect others and strengthen community Appreciate diversity</p> <ul style="list-style-type: none"> • explore personal experiences and family traditions related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • explore oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • participate in class and group activities • find ways to be helpful to others <p>Work in groups</p> <ul style="list-style-type: none"> • ask and answer questions to determine what the class knows about the topic • listen to the ideas of others <p>Evaluate group process</p> <ul style="list-style-type: none"> • respond to questions about personal contributions to group process 	<ol style="list-style-type: none"> 1. What do we do? What are our accomplishments? <i>How can we thank Allah for our accomplishments?</i> 2. How can we be helpful to others? 3. How can we include others in our work and play? 4. Why is it important to cooperate with others? 5. What can each of us contribute to the group? 6. What does it mean to be respectful? To be responsible? To be real? 7. <i>What abilities and gifts have each of us received from Allah which we can use to help contribute?</i> 8. <i>What are the appropriate Islamic words and statements we can use to show respect?</i> 9. <i>How is showing respect to everyone around us part of our responsibility as Muslims, and how does it encompass our lives?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Organizing our Classroom: We are respectful. We are responsible. We are real.**

Students work together to create symbol signs for the different areas in their classroom. This gives them ownership of classroom organization and it encourages them to notice how bringing order to the classroom is respectful and responsible.

Students will:

- 1) In group discussion, identify the different areas of the classroom.
 - quiet area
 - reading corner
 - dress-up
 - prayer area
 - art centre
- 2) Decide, as a group, what kind of a symbol can designate each area and work together to draw the symbols on large pieces of poster board.
- 3) Place their signs in the designated areas of the classroom.
- 4) In circle time, repeat “we are respectful; we are responsible; we are real”.
- 5) At an appropriate later time, students will be introduced to smaller picture labels for storage areas of markers, crayons, glue boxes, scissors, fish food, mail box, composting box, etc. (Alternatively, the actual item can be mounted on the outside of the storage container.).
- 6) Revisit their system of organization regularly, especially at transition times, to check that the signs are helping to remind them that every thing has a place and every thing is in its place. Are we giving our classroom a sense of harmony?

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Kindergarten SUBJECT: Mathematics

Strand: Number

General Outcome : Develop number sense

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<ol style="list-style-type: none"> 1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V] 2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V] 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V] 4. Represent and describe numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V] 5. Compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V] 	<ol style="list-style-type: none"> 1. Does it matter where we begin counting? 2. How many fingers I have (without counting)? What other numbers do I know like this? 3. <i>Why is Allah often called One?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Counting Beads: Make a Tasbih

Students will make their own *tasbih* (string of prayer beads):

- 1) Using 10 beads of various colours and shapes, make a pattern of beads by adding one bead at a time to the string. Count the *tasbih* to 10.
- 2) Move the beads in sequence to count back from 10 to 1.
- 3) Use the *tasbih* to count blessings from Allah.

ENDURING UNDERSTANDING: Signs and symbols point to our Creator and Sustainer.

GRADE LEVEL: Kindergarten SUBJECT: Mathematics

Strand: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and to solve problems.

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
1. Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions. [C, CN, PS, V] [ICT: P2–1.1] 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]	1. What patterns do we see in nature? 2. <i>What Qur'anic references to the natural world also refer to things with patterns? to natural phenomena that have a cycle?</i> 3. <i>How does extending a pattern remind us of tawhid?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Counting Allah's Blessings: Identify Patterns in the Lyrics

Students will:

- 1) Listen to and repeat the lyrics of *Counting Allah's Blessings*.

*Counting Allah's blessings: one, two, three,
Everything so lovely for you and me.*

*Counting Allah's blessings: four, five, six,
Everything is growing as the clock ticks.*

*Counting Allah's blessings: seven, eight, nine
Everything created wondrous and fine.*

*Counting Allah's blessings all the way to ten
Everything in cycles start over again.*

[Lyrics © Elma Ruth Harder, *Concentric Circles*, p. 231]

- 2) Identify patterns in the lyrics. Repeat the song and “start over again” with new items. As students reflect and identify items to count, they incorporate manipulatives into the actions of the song. Use shells, feathers, and natural items.
- 3) Recite this poem when jumping rope or clapping.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Kindergarten SUBJECT: Mathematics

Strand: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]	1. What does “compare” mean? What are we comparing? How do we know what to compare? 2. <i>How does the mizan remind us of the final balancing and measuring of our deeds in this life?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Comparing Objects: The Weight of Feathers and Rocks

The *mizan* (a simple balance scale) in the Sakinah Circle classroom has a symbolic significance. It reminds us that all of our deeds will be weighed, and thus we are accountable for what we do. Kindergarten students become familiar with the *mizan* and conceptualize that some things are “weightier” than others.

Students will:

- 1) Examine two identical baskets, one containing feathers (or some other light item) and the other containing small rocks (or some other heavy objects). Feel the objects and experience the weight of them. Students weigh the baskets by hand.
- 2) Discuss and compare the weight of the items.
- 3) Experiment with methods of weighing. Students explore and compare the weights on a simple balance scale.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Kindergarten SUBJECT: Mathematics

Strand: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome : Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
1. Sort 3-D objects, using a single attribute.[C, CN, PS, R, V] 2. Build and describe 3-D objects.[CN, PS, V]	1. What are we looking for? 2. What is the difference? 3. Can any two objects be absolutely the same? 5. <i>How do patterns point us to the Creator of the patterns? How is such diversity possible?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Sorting Items in our Natural World

As we guide young learners to look for patterns all around us, they will often be the ones who discover what we have not seen.

Students will:

- 1) View a display of items from nature. Items in the nature box can include things such as feathers, rocks, shells, leaves, cones, and samples of sand.
- 2) Examine, compare, and contrast the kinds of materials for each item. Identify the source of the items. Do they come from a plant? an animal? the earth?
- 3) Bring other nature items from home for the display.
- 4) Discuss what more they could learn about the objects. What tools could they use for closer examination?
- 5) As a group, identify the categories which could be used for sorting.
The items can be compared based on a single attribute. For example, compare the length of feathers, weight of rocks, colours of sand. Determine how the items will be compared.
- 6) Select items to sort and place in order by attribute, e.g. sort by size, order sets by size.
Students will demonstrate understanding by appropriate placement of the items on a recording mat.

ENDURING UNDERSTANDING: We have a place in space and time.**GRADE LEVEL:** Kindergarten**SUBJECT:** Social Studies
Citizenship and Identity:
Being Together**General Learner Expectations: K.1: I Am Unique****The child demonstrates an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>Values and Attitudes The child:</p> <ul style="list-style-type: none"> • values his or her own unique characteristics, interests, gifts and talents (I) • appreciates the unique characteristics, interests, gifts and talents of others: <ul style="list-style-type: none"> ○ appreciates feelings, ideas, stories and experiences shared by others (C, I) ○ values oral traditions of others (C) ○ appreciates that French and English are Canada's official languages (C, I) <p>Knowledge and Understanding The child:</p> <ul style="list-style-type: none"> • examines what makes him or her unique individuals, by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> ○ What are my gifts, interests, talents and characteristics? (I) ○ How do my gifts, interests, talents and characteristics make me a unique individual? (I) ○ How do culture and language contribute to my unique identity? (I, C) ○ What is the origin / significance of my given names? (I) • explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> ○ What are the origins of the people in our school, groups or communities? (C, LPP) 	<ol style="list-style-type: none"> 1. <i>How has Allah created me as a capable and distinctive individual? How can I use my individual characteristics, interests, gifts and talents to praise Allah?</i> 2. What can we contribute to our classroom community with our individual talents? 3. What are characteristics, interests, gifts and talents? <i>Who gave us these qualities? Reflect on our gifts from Allah.</i> 4. <i>What are the attributes /99 names of Allah? How can we try to emulate some of these characteristics to become better human beings?</i> 5. <i>How do we thank Allah for our individual characteristics, interests, gifts and talents?</i> 6. <i>What is our responsibility? How can we use our gifts to do acts of charity and kindness?</i> 7. <i>What is Islamic etiquette to demonstrate that we appreciate others? Practice saying Masha'Allah, What [a great thing] Allah wills!</i> 8. <i>How does my faith contribute to my unique identity?</i> 9. <i>Do I have the same name as other Muslims in history? Who were they and what can we learn from them?</i>

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> ○ How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I) ○ Why is speaking French and/or English important in our school, groups, or communities? (C, CC) ○ How can we show respect and acceptance of people as they are? (C, I) 	

SAMPLE TRANSFER/ PERFORMANCE ASSESSMENT TASK

Recognizing Who I am: How Does Allah Take Care of Me?

Students will:

- 1) In guided circle time discussion, talk about daily needs.
How do we meet these needs?
List reasons to be thankful. Include more than material possessions.
- 2) Repeat and recite the following 3-line remembrance.
Allah is with me.
Allah is watching me.
Allah is my protector.
Vary the recitation:
 - say it quietly
 - whisper the words
 - say one line and the other students repeat
 - everyone says it inside, without speaking aloud.
 Respond to teacher's questions:
Who is with me? – (Allah is with me.)
Who is watching me? – (Allah is watching me.)
Who is my Protector? – (Allah is my Protector.)
- 3) Make a personal mini-book with the title "Allah takes care of me". Each page has a guiding word or simple phrase to be illustrated. Illustrate other thoughts related to the gifts of:
 - Family
 - Food
 - Bed/sleep
 - Nature words
- 4) Share the mini-book at home. Ask parents or other family members to contribute to the book by helping to complete the above pages. Read and discuss together.

ENDURING UNDERSTANDING: We have a place in space and time.**GRADE LEVEL:** Kindergarten**SUBJECT:** Social Studies
Citizenship and Identity:
Being Together**General Learner Expectations: K.2: I Belong****The child demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups.**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>Values and Attitudes <i>The child:</i></p> <ul style="list-style-type: none"> • values how personal stories express what it means to belong (I) • values and respects significant people in their lives: <ul style="list-style-type: none"> ○ appreciates the important contributions of individuals at home, at school and in the community (C, CC) • appreciates how their participation in his or her communities affects their sense of belonging (CC, I) <ul style="list-style-type: none"> ○ develops an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) ○ appreciates the impact that group members have on each other (C, CC) ○ demonstrates respect for the diverse ways individuals cooperate, work and play together (C, PADM) ○ assumes responsibility for personal actions, words and choices (C) <p>Knowledge and Understanding <i>The child:</i></p> <ul style="list-style-type: none"> • examines the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> ○ What brings people together in a 	<ol style="list-style-type: none"> 1. <i>Who are the people that belong to our Sakinah Circle group? To our local community? To the wider community? Where do they come from?</i> 2. Where do people in our class come from? 3. What languages do the people in our class speak? 4. Why is speaking English /French /Arabic / and other languages important in our communities, schools, and groups? 5. How can we create a community of learners in our classroom? 6. How is patience important in our actions towards others? 7. <i>How do we act to each other as brothers and sisters in Islam to promote a feeling of community in our classroom?</i> 8. How does our community influence us? 9. <i>How does sisterhood/brotherhood affect how communities interact and get along?</i> 10. <i>How does praying together facilitate our prayer and bring us together as a community?</i> 11. <i>How do the diverse individuals within the local Islamic community work together?</i> 12. How do the members of our school work together, play together and cooperate? 13. <i>How do our personal actions, words and choices affect others and our relationship with Allah?</i> 14. <i>How are we responsible to Allah for our personal actions, words and choices?</i> 15. <i>What is unity?</i> 16. What makes a community? 17. How can our actions facilitate community

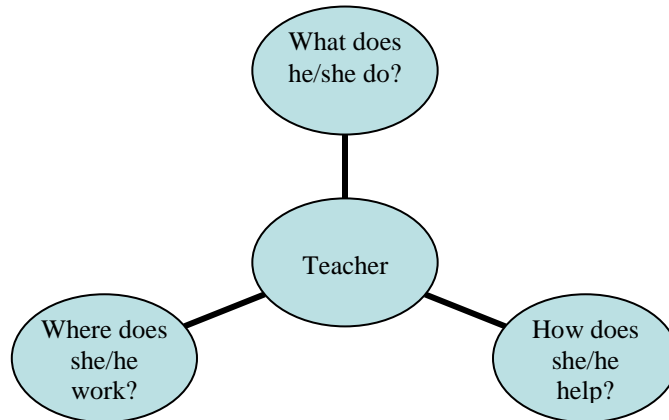
PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>group? (CC)</p> <ul style="list-style-type: none"> ○ What might we share with people in other groups? (CC) ○ Can we belong to several groups at one time? (I, GC) ○ How do we know that we belong to groups or communities? (CC, I) ○ Does everyone belong to a group or a community? (CC) ○ How does living and participating in your community affect your sense of belonging? (CC, I) <ul style="list-style-type: none"> ● examines ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> ○ What are the rules at home, at school and in the community? (PADM) ○ Are there similar rules at home, at school and in the community? (PADM) ○ What are the benefits of working cooperatively with others? (CC) ○ What are challenges that groups face in creating a peaceful atmosphere? (C, CC) ○ In what ways can people contribute to a group or community? (CC) ○ What actions show care and concern for the environment? (C, LPP) 	<p>building?</p> <ol style="list-style-type: none"> 18. <i>How can kindness towards each other, praying together, and other actions facilitate community building within the Muslim community?</i> 19. <i>How are we a community of believers?</i> 20. <i>How does our participation in the Muslim community affect our sense of belonging?</i> 21. How can we include those who feel like they do not belong? 22. <i>What are the guidelines in the Qur'an and Sunnah that we need to follow throughout life?</i> 23. What rules guide us to be responsible and respectful to each other at home, school, and in the community? 24. <i>What rules do we follow at places of community gathering, such as the mosque?</i> 25. How can we use patience, compassion, and kindness to create a peaceful atmosphere? 26. How can we be kind to each other? 27. What does it mean to care for the environment? How can we care for and respect the environment? 28. <i>How has Allah made us caretakers of the earth?</i> 29. Why do we need to take care of the environment and the spaces around us? 30. <i>How does keeping our personal spaces, in and out of doors, neat and organized and well maintained help us to show respect and reverence for our Creator and Sustainer?</i> 31. How does my family care for the environment by the things we do at home? How can I participate in helping my family be more "green"?

SAMPLE TRANSFER /PERFORMANCE ASSESSMENT TASK:

Helping Each Other: Visit with Community Helpers

Students will:

- 1) Identify helpers in the community.
 Who helps our community?
 (Be sure to address how they help us in the various dimensions of our lives, i.e. physical, social, spiritual, intellectual, aesthetic...)
 Who helps us stay safe and healthy?
 Who helps us get along with each other?
 Who helps us learn?
 Who helps us learn and grow inside?
 Who helps make things beautiful?
 Who helps take care of us?
- 2) Listen to stories about community helpers and helping professions.
- 3) In group discussion, chart a “mind map” of a community helper.
 List questions we have about them and their work.



- 4) Invite resource people as visitors to circle time and ask questions about what people do.
- 5) Make a display / bulletin board about “Helpers” with pictures, photographs, and simple captions.
- 6) Write or draw journal entries about classroom visitors. Use the words in the bulletin display to write in their journals.

ENDURING UNDERSTANDING: There is harmony in the cosmos.**GRADE LEVEL:** Kindergarten**SUBJECT:** Environment and
Community Awareness**General Learner Expectations:****The child demonstrates curiosity, interest and a willingness to learn about the environment and community.**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p><i>The child:</i></p> <ul style="list-style-type: none"> • becomes aware of the five senses and how they are used to explore, investigate and describe the world • explores and investigates objects and events in the environment • shows awareness of similarities and differences in living things, objects and materials • demonstrates awareness of the properties of objects and events in the environment, by: <ul style="list-style-type: none"> ○ describing some properties ○ sorting objects according to common properties; e.g., colour, size, shape and texture ○ arranging objects or events in logical order ○ matching objects or events as being the same as or going together ○ distinguishing between similar objects, based on one or more characteristics • becomes aware of the relationship between cause and effect • generates ideas to make personal sense of objects, events and relationships. 	<ol style="list-style-type: none"> 1. <i>What can I see? Hear? Feel? Taste? Smell? How are these five senses a gift to me?</i> 2. What happens when people do not have all five senses? 3. <i>How do events and objects in the environment help us to reflect on our connection to Allah?</i> 4. <i>How is the world around us filled with things of wonder?</i> 5. How are living things categorized? How are they alike? Different? 6. How do our actions affect the environment? 7. How can we change our actions to affect the environment in a positive way? 8. What types of activities can we do to learn more about the natural environment?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Being Curious: A Single Concept Field Trip**

Immediate contact with the natural environment engages a child and learning becomes relevant. The most effective way to learn about nature is from nature in nature. Even a short time stimulates sensory awareness and can focus attention on key concepts and provide concrete examples. Ensure that the outdoor classroom is safe and easily accessible, as simple as a flower bed, a patch of grass, or a grove of trees.

Single Concepts to Focus a Quick Outdoor Experience:

- Sensory Observations – What do you hear? What do you smell?
- Classifications - Gather natural objects (leaves, pebbles, cones) and sort them.
- Changes – Find evidence that something is getting bigger (growth), getting simpler (decaying), repeating regularly (cycles), harming something else, etc.
- Signs of a season – How do we know it is spring?
- Relationships – What needs other things? What happens because of something else?
- Habitats – Who lives here?
- Patterns – What shapes do I see? (Use paper tube telescopes.)

A Sample Transfer Task to Stimulate the Senses

Students will:

- 1) Stand in a circle in a grassy area outside.
- 2) Look at the sky. “Reach high up. Look all around you. Open your eyes wide and look. Open your ears wide and listen. Take a deep breath.... Look down and around. “Drop down to the ground. Smell the earth...”
- 3) Play follow-the-leader and lead the group to another area with a different soil surface to do the same looking, listening, smelling and touching.
- 4) Sit in a circle, or lie down on the grass facing the sky. “Everyone raise your right hand. Now put that hand down on top of your heart. Lie quietly and try to feel your heart beat. Look at the sky and listen to your heart.”

For natural learning experience ideas, see:

Teaching Green, The Elementary Years by Tim Grant and Gail Littlejohn (ed.), 2005.

As if the Earth Matters, Recommitting to Environmental Education by Thom Henley and Kenny Peavy, 2006.

ENDURING UNDERSTANDING: There is harmony in the cosmos.**GRADE LEVEL:** Kindergarten**SUBJECT:** Environment and
Community Awareness**General Learner Expectations:****The child uses materials in the environment and community and becomes aware of how others use materials.**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p><i>The child:</i></p> <ul style="list-style-type: none"> • explores and responds to the design and properties of a variety of natural and manufactured materials and objects • describes the function of some common objects found in and around the home and the community • demonstrates some ways of organizing materials: e.g., collecting, arranging, creating and transporting • selects and works with a variety of materials to build structures; e.g., blocks, wood and clay • manipulates or uses materials for a purpose: e.g., water, sand, wood and fabric • uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts • uses simple tools in a safe and appropriate manner • recognizes the need to care for materials, and uses materials without wasting them • begins to use some technology appropriately in learning activities and to communicate with others • becomes aware of the importance of protecting the environment. 	<ol style="list-style-type: none"> 1. How do the materials affect the durability and reusability of an object? Eg. plastic vs. wood, handcrafted using natural materials vs. manufactured 2. How do natural objects differ from manufactured objects? 3. Who makes manufactured objects? Have they been hand-made or made in a factory? What is the difference? How does this affect the authenticity, beauty and uniqueness of an object? 4. <i>What gives meaning to an object?</i> 5. <i>How do we thank Allah for providing us with these objects for our use? Reflect on the du'as (supplications) that we can say when we are using things such as vehicles, clothing, cooking tools.</i> 6. Which attributes can be used to sort objects? 7. What can we build/design/arrange with various materials? 8. How can we make a model community out of these materials? 9. Can we use fabric to sew an item for use? 10. Can we use wood blocks to build model structures? How else can wood be used to make and build? 11. <i>What are some handicrafts from Islamic countries that are made of wood and other natural materials such as fabrics?</i> 12. <i>Can we use blocks to build models of mosques and courtyards?</i> 13. How can we practice measurement using water and cooking utensils? 14. Why do we need to care for materials and objects that we use? 15. How can we reuse materials, reduce waste, and recycle in our classroom? Why is this important

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
	<p>to us? Why is it important not to waste the bounties that Allah has provided us with?</p> <p>16. Why should we protect the environment? What small seemingly insignificant everyday tasks can we do? How can we make these tasks part of our habit?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Using Materials: We can help!

At daily circle time, thankfully remember the ways we can be responsible and respectful in how we use things around us, in the classroom, at home, and outside.

Students will:

- 1) In circle time, begin with *bismillah* and *du'a* (supplications) about helping others and giving charity. Repeat we are respectful; we are responsible; we are real. Talk about what everyone needs and that some people do not have everything they need. Identify things that we can share with others. Make an intention to work together to help others.
- 2) Collect food bank items, clothing, and other household donation items to give to a social services organization. Enlist the support of parents and the school community.
- 3) In group discussion, identify attributes of items and how they can be divided into groups.
- 4) Sort the items into food groups, clothing by size for babies, children, adults and household items by function.
- 5) Decide how the donations will be taken to the food bank and recycled clothing depot. Talk about how they will be packed and the space necessary to transport items in a vehicle.
- 6) Carry and personally deliver the donations.

ENDURING UNDERSTANDING: There is harmony in the cosmos.**GRADE LEVEL:** Kindergarten**SUBJECT:** Environment and
Community Awareness**General Learner Expectations:****The child explores familiar places and things in the environment and community**

PROGRAM OF STATEMENT Kindergarten Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p>The child:</p> <ul style="list-style-type: none"> • becomes aware of familiar colours, shapes, patterns and textures in the environment • role-plays situations: e.g., store, home, school • recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes • recognizes changes in weather and some ways people and animals adapt to the seasons: e.g., different clothes and migration • describes a variety of homes: e.g., for people, animals, birds • recognizes familiar animals and their characteristics and surroundings: e.g., farm and zoo • identifies familiar shapes and symbols in the environment and community: e.g., circles, squares, stop signs and traffic lights • identifies familiar sounds in the environment and community: e.g., school, home, weather, animals and machines. 	<ol style="list-style-type: none"> 1. <i>How has Allah created a beautiful and diverse environment around us? Which patterns, colors, and shapes can we find in the outdoor environment?</i> 2. What do food, clothing and shelter look like in various parts of the world? 3. How are diet, clothing and homes of people and animals influenced by the environment around them? How does weather affect them? 4. <i>How has Allah provided people all over the world with materials to build structures of shelter and homes for themselves?</i> 5. What kinds of animals are raised on local farms? How does the climate of an area affect the kinds of animals live there? 6. <i>What characteristics has Allah given animals to help them live in their environments?</i> 7. <i>How might symbols be different in other places? (Signs may be in different languages; street signs in Muslim countries denote mosques and prayer areas...)</i> 8. <i>What shapes and symbols are important in Islamic art and architecture?</i> 9. What are familiar sounds around us? 10. How do sounds remind us of important events and things that we must pay attention to? (traffic sounds such as ambulances, rainstorm, machines, <i>adhan</i>, <i>iqama</i>, the <i>Qur'an</i>) 11. <i>How can using role play in the classroom help to teach Islamic content? (Using du'a, being kind, going to the mosque, praying, saying Assalam alaikum)</i> 12. <i>When do prayers occur in relation to other activities and events throughout the day?</i> 13. When is quiet time appropriate and necessary? 14. What is the sound of silence? 15. How does silence give us a chance to think and reflect? 16. <i>What is the meaning of sakinah and how can we model sakinah in our classroom?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Investigating Familiar Places: How do People Affect a Place?**

Students will:

- 1) Prepare for a naturalist's field trip. *What tools can help us see the natural world?*
(clip board, magnifying lens, cardboard tube for viewing...)
- 2) Visit a forested area, preferably one that has not been impacted by human development.
 - *What colours, shapes, patterns and textures do we find here?*
 - *What lives here?*
 - *What activities or events occur here?*
 - *What happens when the weather changes?*

Talk about the trees, flowers, weeds, other plants, soil, insects, birds and other animals seen here.

- 3) Draw a picture of the area with as much detail as possible of existing flora and fauna.
- 4) Then visit a school sports field, or another area that has been influenced by humans beings. Ask the same questions and record observations in a drawing.
- 5) Discuss the differences in plant and animal life in each area. Reflect upon the number and diversity of plants and insects in each area.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 1

SUBJECT: English Language Arts

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p><i>1.1 Discover and Explore</i> Express ideas and develop understanding</p> <ul style="list-style-type: none"> • share personal experiences that are clearly related to oral, print and other media texts • talk with others about something recently learned • make observations about activities, experiences with oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> • experiment with different ways of exploring and developing stories, ideas and experiences <p>Express preference</p> <ul style="list-style-type: none"> • express preferences for a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> • choose to read and write for and with others <p><i>1.2 Clarify and Extend</i> Consider the ideas of others</p> <ul style="list-style-type: none"> • listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> • group ideas and information into categories determined by an adult <p>Extend understanding</p> <ul style="list-style-type: none"> • ask questions to get additional ideas and information on topics of interest 	<ol style="list-style-type: none"> 1. What is language? 2. Where does language begin? How do we learn to speak, read and write a language? 3. How do texts differ? 4. <i>Who has given us language?</i> 5. How many different languages can we speak? 6. <i>Why do we speak in different languages?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Show and Tell; Show and Share**

Students will:

- 1) Recognize what sharing and giving looks like. (Throughout the week, students can be recognized for sharing.)
- 2) Share about their experiences and reflect on sharing. *What does it mean to share? How does it feel when someone shares something with you? How can we share with each other? e.g.,*
 - Give a smile.
 - Help someone.
 - Water the plants.
 - Feed the birds.
 - Play with a new student.
 - Prepare a snack to eat together.
 - Tidying our shared places of work and play.
- 3) Listen to the picture book *I Call My Hand Gentle* by Amanda Haan.
- 4) In guided discussion, talk about how we use our hands. *How do we use our hands when we share spaces, tools, materials and time together?* For example, in learning centres, students share the space to work cooperatively and share materials and supplies for activities and projects.
- 5) Experience participation in a cooperative group project where each group must share one scissor, one set of crayons, etc. Make a class bulletin board “We Share”. Each student draws his or her own handprint, cuts it out, and glues it place on the poster.
- 6) Learn *ahadith* about sharing. Who shows us how to share? How can I share?
Every act of kindness is charity.
Give as much as you are able.
Do not consider any act of kindness insignificant, even meeting your brother with a cheerful face
The generous man is close to God, close to Paradise, close to people...
 (Hadith are accounts relating to the deeds and sayings of Prophet Muhammad as remembered by his companions. These hadith are taken from the *Mishkat al-Masabib*, selected by Charles le Gai Eaton.)

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 1

SUBJECT: English Language Arts

General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning • use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts • use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning • use knowledge of print, pictures, book covers and title pages to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts • identify by sight some familiar words from favourite print texts • identify high frequency words by sight • read aloud with some fluency and accuracy, after rehearsal • self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness 	<ol style="list-style-type: none"> 1. What is reading? 2. Why read? What can we learn by reading? 3. <i>What stories are woven into the text of the Qur'an?</i> 4. <i>How do stories in the Qur'an connect to each other?</i> 5. What is communication? 6. What makes a book or story "great"? 7. What is the main idea? 8. <i>How can the books we read help us to understand Islamic concepts and stories?</i> 9. How have stories of the past been remembered and recorded? 10. <i>How was the Qur'an recorded and how is it remembered?</i> 11. How can we relate our experiences to those we read about? 12. What values can we learn from the books we read? 13. How has learning changed through time with oral and written traditions?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>and background knowledge</p> <p>Use textual cues</p> <ul style="list-style-type: none"> • preview book cover, pictures and location of text to assist with constructing and confirming meaning • use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • segment and blend sounds in words spoken or heard • use phonic knowledge and skills to read unfamiliar words in context • use analogy to generate and read phonically regular word families • associate sounds with letters and some letter clusters <p>Use references</p> <ul style="list-style-type: none"> • use a displayed alphabet as an aid when writing • use personal word books, print texts and environmental print to assist with writing • name and match the upper and lower case forms of letters <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons • illustrate and enact stories, rhymes and songs • remember and retell familiar stories and rhymes <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • relate aspects of stories and characters to personal feelings and experiences • retell interesting or important aspects of 	

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>oral, print and other media texts</p> <ul style="list-style-type: none"> • tell or represent the beginning, middle and end of stories • tell, represent or write about experiences similar or related to those in oral, print and other media texts • tell what was liked or disliked about oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • identify how words can imitate sounds and create special effects • experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • distinguish differences in the ways various oral, print and other media texts are organized • identify various forms of media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • know that stories have beginnings, middles and endings • tell what characters do or what happens to them in a variety of oral, print and other media texts <p>Experiment with language</p> <ul style="list-style-type: none"> • demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play generate and contribute ideas for individual or group oral, print and other media texts <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • generate and contribute ideas for individual or group oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • change, extend or complete rhymes, rhythms and sounds in pattern stories, 	

PROGRAM OF STUDIES Grade 1 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
poems, nursery rhymes and other oral, print and other media texts Structure texts <ul style="list-style-type: none"> • write, represent and tell brief narratives about own ideas and experiences • recall and retell or represent favourite stories 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Learning about the Prophets

As students participate in shared listening, reading and viewing experiences to learn about the many prophets mentioned in the Qur'an from oral, print and other media texts, such as storytelling by elders, picture books, and audio recordings of *ayat* of the Qur'an, they will recognize that prophets can be viewed as role models and as part of a living history that provides a framework for faith.

Students will:

- 1) Listen to the reading of a story retold and illustrated by Noura Durkee:
The Fall of the Giant
The King, the Prince, and the Naughty Sheep
Yunus and the Whale
- 2) Use a chart to map the story. Re-tell the beginning, middle and end of the story.
- 3) Identify what the prophet did and what happened to his community of people.
- 4) Through guided reading, identify the main idea, make predictions, and retell interesting and important aspects of the story. Map out the story.
- 5) Identify familiar sight words from favourite print text. These can include names of the prophets and key words in the story.
- 6) Make a personal word book related to the story.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 1

SUBJECT: English Language Arts

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> • explore and share own ideas on topics of discussion and study • connect information from oral, print and other media texts to topics of study <p>Determine information needs</p> <ul style="list-style-type: none"> • ask and answer questions to satisfy information needs on a specific topic <p>Plan to gather information</p> <ul style="list-style-type: none"> • follow spoken directions for gathering ideas and information <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> • find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips <p>Access information</p> <ul style="list-style-type: none"> • use text features, such as illustrations, titles and opening shots in video programs, to access information • use questions to find specific information in oral, print and other media texts • understand that library materials are organized systematically <p>Evaluate sources</p> <ul style="list-style-type: none"> • match information to research needs <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • identify or categorize information according to sequence, or similarities and differences • list related ideas and information on a topic, and make statements to accompany 	<ol style="list-style-type: none"> 1. What is information? 2. How do I know if information is related to a topic? 3. What makes some information important? Can I identify unnecessary information? 4. Is all information true? How can I know what is true? 5. Why is information sometimes misleading? How can learn ways to recognize misleading information? 6. How does learning new words help me understand and talk about new ideas? 7. How can I listen for key ideas? 8. <i>Why is it important for me, as a person created by Allah, to know how to listen?</i> 9. <i>Why am I responsible for being honest with the words I use?</i> 10. What is a good learner?

PROGRAM OF STUDIES Grade 1 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>pictures</p> <p>Record information</p> <ul style="list-style-type: none"> represent and explain key facts and ideas in own words <p>Evaluate information</p> <ul style="list-style-type: none"> recognize and use gathered information to communicate new learning <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> share ideas and information from oral, print and other media texts with familiar audiences answer questions directly related to texts <p>Review research process</p> <ul style="list-style-type: none"> talk about information-gathering experiences by describing what was interesting, valuable or helpful 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

The Hajj Traveler: What Happens at the Hajj?

Students will explore information about Hajj and communicate their new learning.

- 1) Connect information about Hajj, using a variety of sources such as picture books, concept books, visitors to the classroom, and video footage of the Hajj.
- 2) Ask and answer questions about Hajj.
 - *What is a pilgrim?*
 - *What do people do when they go for Hajj?*
 - *Why do they go for Hajj?*
 - *Why is Hajj important?*
- 3) As a class, interview someone who has performed Hajj and ask about their experiences.
- 4) Illustrate two or three aspects of Hajj with captions to identify the events.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 1

SUBJECT: English Language Arts

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> • ask or respond to questions or comments related to the content of own or others' pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> • rephrase by adding or deleting words, ideas or information to make better sense • check for obvious spelling errors and missing words <p>Enhance legibility</p> <ul style="list-style-type: none"> • print letters legibly from left to right, using lines on a page as a guide • use appropriate spacing between letters in words and between words in sentences • explore and use the keyboard to produce text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • identify and use an increasing number of words and phrases related to personal interests and topics of study • experiment with letters, sounds, words and word patterns to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none"> • use words and pictures to add sensory detail in oral, print and other media texts <p>4.2 Attend to Convention Attend to grammar and usage</p> <ul style="list-style-type: none"> • speak in complete statements, as appropriate • write simple statements, demonstrating awareness of capital letters and periods <p>Attend to spelling</p> <ul style="list-style-type: none"> • use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing 	<ol style="list-style-type: none"> 1. <i>How is al-Qalam (the Pen) used as the symbol for the art of writing in the Qur'an?</i> 2. What is writing? 3. Why am I writing? What is my purpose and intention? 4. What would happen if writing did not exist? 5. Why do we share our personal experiences in writing? 6. What attributes do we look for in good printing? 7. What is punctuation? Why do we use it? 8. What is spelling?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ul style="list-style-type: none"> • spell phonically irregular high frequency words in own writing • use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing • know that words have conventionally accepted spellings <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • capitalize the first letter of names and the pronoun “I” in own writing • identify periods, exclamation marks and question marks when reading, and use them to assist comprehension <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • present ideas and information to a familiar audience and respond to questions <p>Enhance presentation</p> <ul style="list-style-type: none"> • add such details as labels, captions and pictures to oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • speak in a clear voice, with appropriate volume, to an audience <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • ask questions to clarify information • be attentive and show interest during listening or viewing activities 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Artistry in Communication: Poems Paint Word Pictures

Students will read short poems, verses and *hadith* to appreciate how ideas are presented.

- 1) Listen to and read several types of poetry with teacher guidance. Discuss how poems can create images and capture mood or feeling.
- 2) Practice reciting a short poem together. Speak with clear voice and appropriate volume.
- 3) Experiment with word patterns, rhyme, onomatopoeia, and rhythm.
- 4) Choose a short *hadith* to demonstrate good penmanship. Practice daily. Print letters legibly using lines on a page as a guide with appropriate spacing between words.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 1

SUBJECT: English Language Arts

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes 5</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> • share personal experiences and family traditions related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • talk about other times, places and people after exploring oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns <p>5.2 Work within a Group</p> <p>Cooperate with others</p> <ul style="list-style-type: none"> • work in partnerships and groups • help others and ask others for help <p>Work in groups</p> <ul style="list-style-type: none"> • ask questions and contribute ideas related to class investigations on topics of interest • take turns sharing ideas and information <p>Evaluate group process</p> <ul style="list-style-type: none"> • recognize personal contributions to group process 	<ol style="list-style-type: none"> 1. How can I be a good listener? What is good listening behaviour? 2. How can I participate in discussion so that I listen, think, and respond to others? 3. Are the words we say to each other meaningful? 4. How can the group learn together? 5. How do our individual ideas become connected in a group? 6. <i>How do stories of the prophetic tradition and Islamic heritage help us to understand other times and places?</i> 7. How can our words and the way we use them show respect? 8. Why is it important to show respect? 9. <i>Reflect on al-Nisa: 86, “And when you are greeted with a [courteous] greeting, greet with better than it or [at least] return it.”</i> 10. <i>What is the parable of the good word in Surah Ibrahim:24-5? ... a good word is like a good tree; its roots are steady and its branches are in the sky; It gives its fruit every season, by the leave of its Sustainer.”</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Practicing *Adab*: Role Play Good Conduct

Students discuss and role play scenarios to illustrate and learn *adab* (spiritual courtesy). Students practice saying the specific Islamic phrases which are appropriate in certain situations. Scenarios to role-play can include:

- Share with others. Take turns.
- Greet a guest.
- Make newcomers feel welcome.
- Treat strangers with respect.
- Enter a mosque. Leave shoes at the door.
- When in the presence of someone in prayer, walk behind them, not in front of them.
- Show respect for the Qur'an.
- Deal with conflict.
- Respond to anger.
- Forgive someone else.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 1

SUBJECT: Math

STRAND: Number

General Outcome: Develop Number Sense

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<ol style="list-style-type: none"> 1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> • 1s forward between any two given numbers • 1s backward from 20 to 0 • 2s forward from 0 to 20 • 5s and 10s forward from 0 to 100. 2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots. 3. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting-on strategy • using parts or equal groups to count sets. 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. 5. Compare sets containing up to 20 elements, using: <ul style="list-style-type: none"> • referents • one-to-one correspondence to solve problems. 6. Estimate quantities to 20 by using referents. 7. Demonstrate an understanding of conservation of number. 8. Identify the number, up to 20, that is: <ul style="list-style-type: none"> • one more • two more • one less • two less than a given number. 9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, 	<ol style="list-style-type: none"> 1. What do numbers represent? How can numbers be described? 2. How are numbers like a language? How are they a gift to us? 3. Are there different ways to represent numbers? How? 4. <i>Why are some numbers special? What is the significance of the number “7”, when we speak of 7 skies? 7 rounds of tawaf (around the kabah)?</i> 5. <i>How do we use prayer beads as counters? Why do we have a specific number of beads on the string, usually 11, 33, or 99? How are these numbers used in supplication to Allah?</i> 6. Why would there be a need to count by two’s, five’s, ten’s, or hundred’s? 7. Why would we use estimation? How can estimated numbers help us? 8. How do we compare sets? 9. What is addition? What is subtraction? How can I represent each process?

PROGRAM OF STUDIES Grade 1 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>pictorially and symbolically, by:</p> <ul style="list-style-type: none"> • using familiar mathematical language to describe additive and subtractive actions • creating and solving problems in context that involve addition and subtraction • modeling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically. <p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • using doubles • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Counting *Tasbih*: Beads to 33

Thread beads to make strings of *tasbih* (prayer beads).

Students will:

- 1) First make a string with 11 beads.
- 2) Then string 33 beads with divider beads between groups of 11.
- 3) Add neat tassels to finish the strings of beads.

Count in sequence, forward and backward. Count by 2s, 5s, and demonstrate understanding of counting. Use the *tasbih* to count the number of times a supplication is repeated.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 1 **SUBJECT:** Math **STRAND:** Patterns and Relations

General Outcome: Use patterns to describe the world and to solve problems.

PROGRAM OF STUDIES Grade 1 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
1. Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions. 2. Translate repeating patterns from one representation to another. 3. Sort objects, using one attribute, and explain the sorting rule.	1. What is a pattern? 2. When and where are patterns used? 3. How can patterns be represented? 4. How do patterns compare to each other? 5. <i>Where can we find patterns represented in the Qur'an?</i> 6. <i>How does a pattern help to create beauty?</i>

SAMPLE TRANSFER /PERFORMANCE ASSESSMENT TASK

Seeing Patterns in Hand-Crafted Artefacts

Students will:

- 1) View various hand-crafted items from Islamic culture (prayer rugs, inlaid wooden boxes, brassware, etc.) to examine their decorative borders and overall patterns. Look carefully at pictures of Moroccan mosaics and zillij tiles.
- 2) Identify patterns. See how patterns repeat and extend.
- 3) View pattern blocks.
Sort pattern blocks by colour and shape.
- 4) Translate a repeating pattern from the border of an inlaid wooden box or some other handcrafted item into a pattern with the blocks.
- 5) Use patterns blocks to design a model of a tile floor and extend the pattern.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 1 **SUBJECT:** Math

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways.

PROGRAM OF STUDIES Grade 1 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). • Record equalities, using the equal symbol 	<ol style="list-style-type: none"> 1. Can patterns be explained and how can they be described? 2. How can a symbol be used to represent something? 3. How can equality and inequality be demonstrated and explained? How can I show each concept? 4. How can I explain the equal symbol? How can I explain the unequal symbol? 5. <i>What is the relationship between balance and measure? How does the Qur'anic metaphor of mizan demonstrate the measuring of our deeds?</i> 6. <i>How do Qur'anic references to pairs illustrate balance? Consider first/last, right/left, above/below, odd/even, day/night, light/dark, awake/asleep, etc. How do they show that parts of a pair are distinct, complementary, and serve to define each other?</i> 7. <i>Does unequal imply imbalance?</i> 8. What does it mean to be equal? What is equal sharing? If something is not equal, does that mean it is not correct?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Balance Real Objects: Show Equality in One-to-One Correspondence

The students will demonstrate one-to-one correspondence, moving from concrete materials to abstract. Place equal groups in one-to-one correspondence and describe the relationship.

- 1) Balance three-dimensional real objects on a simple balance scale. Use natural items like seashells, polished rocks, or pine cones.
- 2) Describe equality as a balance and inequality as an imbalance.
- 3) Use a card with an equal or not equal sign to visually show the relationships.
- 4) Represent real objects with pictures and show one-to-one correspondence.
- 5) Record equalities with paper and pencil, using the equal symbol.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 1 SUBJECT: Math

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>1. Demonstrate an understanding of measurement as a process of comparing by:</p> <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching. 	<ol style="list-style-type: none"> 1. What is measurement? 2. Why is measurement important? 3. How do I measure? 4. Why do we need to measure? 5. How can I compare objects? 6. <i>What things are paired and compared in the Qur'an? What is the relationship between pairs? Reflect on light/dark, day/night, life/death/above/below, left/right, sky/earth and awake/asleep.</i> 7. <i>What do comparisons show us about creation?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Seeing and Comparing Patterns in Nature: Make Nature Collections

Students will collect items from nature to observe, compare, sort and classify. Collections can consist of many things such as leaves, feathers, shells, seeds, bark rubbings and rocks.

- 1) After collecting fifteen to twenty items, students will group items and suggest classification systems.
- 2) In each group of items, sort according to one attribute. Explain the sorting rule. For example, leaves can be sorted by colour, size, shape, vein patterns, edges, and how they are attached to the stem. Within each group, order items from smallest to largest.
- 3) Compare objects. Use terms like larger, smaller, heavier, darker, and lighter.
- 4) Make a chart to demonstrate comparisons.
- 5) Discuss how patterns in nature create beauty. Students will identify beautiful patterns in nature.

Collecting is an opportunity to encourage inquiry. Focus not only on identification but also become aware of the variety of similarities and differences in nature. Patterns in nature are signs that point to the One Who created them and help us understand *tawhid*, the unicity of all things.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 1

SUBJECT: Social Studies

UNIT: 1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>1.1.1 value self and others as unique individuals in relation to their world:</p> <ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity • appreciate multiple points of view, languages, cultures and experiences within their groups and communities • demonstrate respect for their individual rights and the rights of others • recognize and respect how the needs of others may be different from their own <p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others • appreciate how their actions might affect other people and how the actions of others might affect them • demonstrate a willingness to resolve issues and/or problems peacefully • assume responsibility for their individual choices and actions <p>Knowledge and Understanding <i>Students will:</i></p> <p>1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What different types of communities or 	<ol style="list-style-type: none"> 1. Who belongs to my family? Why is my family group important? What makes us a family? 2. <i>How does belonging to the Ummah or community enrich a Muslim's life? Do we feel in harmony when we belong to a community that shares the same beliefs? Why?</i> 3. Why have we been created with different colours of skin, different languages etc.? 4. How do we show respect? <i>How do we respect our brothers and sisters in Islam?</i> 5. What rights do we expect to have from others? What rights do they expect to have from us? 6. <i>How do we participate and contribute to the Ummah?</i> 7. <i>How do we live Islam, considering the meaning of salam, or peace?</i> What responsibilities do we have for our choices and actions? How are we accountable for our actions? 8. How did our grandparents live their lives differently? How have our ancestors and relatives in the past contributed to who we are as a family or community today? 9. <i>What traditions, languages etc. give me a sense of identity as a Muslim in Canada?</i> 10. <i>Who has contributed to our Muslim</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>groups do you belong to?</p> <ul style="list-style-type: none"> • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? • In what ways do we belong to more than one group or community at the same time? • In what ways do we benefit from belonging to groups and communities? • What are our responsibilities and rights at home, at school, in groups and in communities? <p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? • How do groups make decisions? • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? • How do our actions and decisions contribute to the well-being of groups and communities? • How does caring for the natural environment contribute to the well being of our community? <p>1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? • Why are these landmarks and places significant features of the community? • What are some differences between rural and urban communities? • Where is my community on a map or on a globe? 	<p style="color: red;"><i>communities and in what ways?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Design a Poster: “I am a Muslim in Canada”**

Students will demonstrate an understanding of their place in their home, their school, and their community, by producing an “I am a Muslim in Canada” poster. Students will be familiar with the assessment rubrics for the poster and presentation

- 1) Students consult with their family members about what information to put on a poster and how to present the ideas with text and graphics.
- 2) Collect suitable materials such as photographs, hand drawn pictures, logos or artifacts.
- 3) Use the following subtitles and place information from these categories in the display:
 - My Family
 - My Mosque
 - My School
 - My Community
 - Cultural Traditions
 - Celebrations
 - My Languages
- 4) Prepare a 3 minute presentation to share their poster with their class.
- 5) Students will be able to assess their work by asking themselves:
 - Did I understand the assignment?
 - Is the poster organized?
 - Does the poster include appropriate details?
 - Was my voice clear and easy to hear?
 - Does the poster show my identity?
 - Did I show how I belong to different groups in the community?

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 1 **SUBJECT:** Social Studies

UNIT: 1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>1.2.1 appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today • appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging • recognize how their ancestors contribute to their sense of identity within their family and communities • appreciate people who have contributed to their communities over time • recognize how diverse Aboriginal and Francophone communities are integral to Canada’s character • acknowledge and respect symbols of heritage and traditions in their family and communities <p>Knowledge and Understanding <i>Students will:</i></p> <p>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon</p>	<ol style="list-style-type: none"> 1. <i>In what ways have Muslim families and communities changed over time? How have these changes affected families and communities today?</i> 2. <i>How do stories of the prophets and the Islamic tradition connect families and communities today? Do they contribute to a sense of belonging today? How do these stories contribute to make you who you are today?</i> 3. <i>In what way do languages, Islamic traditions, celebrations and stories contribute to our sense of identity and belonging as Muslims today? How do they make you feel connected in the Muslim community?</i> 4. <i>Who has contributed positively to the Muslim community over time, in what way, and how do we value them?</i> 5. <i>What symbols are used to represent Islam and how can we show respect to them?</i> 6. <i>What are some symbols of Islamic heritage and prophetic tradition in Muslim families and communities and how do we respect them? How do they connect us to the present?</i> 7. <i>How would your life be different without the contribution of your ancestors? How did they contribute to your sense of identity within your family and Muslim communities?</i> 8. <i>What are some examples of Islamic traditions celebrations and stories?</i> 9. <i>How do we live our lives as Muslims</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>the following questions for inquiry:</p> <ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? • What is my family’s past in our community? • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? • How have changes over time affected their families and communities in the present? • In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? • What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? • What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? 	<p><i>today according to these traditions, celebrations and stories that started in the past?</i></p> <p>10. <i>What similarities do we share with Aboriginal, Francophone and other diverse cultures?</i></p> <p>11. What are some ways Aboriginal, Francophone and diverse cultural groups contributed to the origins and development of their communities over time?</p> <p>12. Where does each of us have a place in the continuum of history? How has the past given us a place today and what can we learn from the past?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**From Past to Present: Make a Keepsake Album**

Students will explore how families and communities change and grow over time. Our individual and collective stories are interconnected. Changes in the past impact the present, and it helps us to understand who we are today by knowing about yesterday. Students participate in a class project to document change over time. The format could be a collective group album, a computerized photo journal, or a bulletin board on the wall which begins with a description of the classroom community and significant events are added through the year.

Each student will produce his or her own keepsake album for the school year. Album pages may include drawings and photographs with written captions, charts and lists.

- *This is me* – record height on a growth chart at least three times in the year.
- *My learning* – include thematic webs, favourite topics, summary statements
- *This is my family* – record important events, include a family tree for one generation.
- *This is my class* – record number of students and changes in enrollment
- *This is my school* – show a school map with home room highlighted
- *This is my community* – show community map with places I go
- *Celebrations* – include photos with captions of special events

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 1

SUBJECT: Science

Topic A: Creating Color

General Learner Expectations

Students will: 1–5 Identify and evaluate methods for creating colour and for applying colours to different materials.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify colours in a variety of natural and manufactured objects. 2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than. 3. Order a group of coloured objects, based on a given colour criterion. 4. Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black. 5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours. 6. Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque. 7. Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent. 8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics. 9. Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint. 10. Demonstrate at least one way to separate sunlight into component colours. 	<ol style="list-style-type: none"> 1. How do we recognize a colour? 2. Why do we have so many variations and names for colours? 3. What colour is skin-colour? What gives us so many different hues? 4. How can we imagine a world without colour? <i>What if there is another level of colours beyond the colours we know?</i> 5. How can we use natural materials such as vegetable dyes to colour other objects? 6. If we can mix colours together to make a new colour, how can we separate colours apart? 7. How do we use colour in our daily lives? 8. Do we all see colour in the same way? 9. How does colour affect us? How can colour be used to change things? 10. Why do I like some colours more than others? 11. How are some colours used as symbols? 12. What makes a rainbow in the sky? 13. Does light have a colour?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Creating Colour: Make a Natural Plant Dye**

Students will:

- 1) Go on a nature hike to look at the many different colours of plants.
- 2) Learn how different plants have been used to make dye.
Demonstrate that colour can sometimes be extracted from one material and applied to another; for example, by extracting a vegetable dye and applying it to a cloth.
- 3) Boil water and add one of the following to produce the different colours:
 - onion skins to make orange
 - dandelions, marigolds, or goldenrod to produce yellow
 - walnut hulls, juniper berries, or acorns to produce brown
 - blueberries or grapes to make blue/purple
 - sumac fruit, beets, or rosehips to produce red
 - spinach leaves, artichokes, or nettles to make green
- 4) Consider and discuss:
 - How do these dyes work on different things?*
 - Does a piece of wood absorb dye in the same way as a cotton cloth?*
 - How would a stone respond?*
 - How would a piece of plastic respond?*
 - How can we make different colours?*
 - What conclusions about creating colour can be drawn from our experiments?
- 5) Reflect on the beauty of colour. Students will recognize this beauty in the world that Allah has created and identify colours in nature that nurture awe and wonder.
- 6) Record what has been learned from the experiments.
- 7) If suitable, create fabric art using the dyes on cotton with tie-dye techniques.

ENDURING UNDERSTANDING: Recognize the harmony of the cosmos.

GRADE LEVEL: 1 **SUBJECT:** Science

Topic B: Seasonal Changes

General Learner Expectations

Students will: 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe the regular and predictable cycle of seasonal changes: <ul style="list-style-type: none"> • changes in sunlight • changes in weather. 2. Identify and describe examples of plant and animal changes that occur on a seasonal basis: <ul style="list-style-type: none"> • changes in form and appearance • changes in location of living things • changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal • production of young on a seasonal basis. 3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis. 4. Record observable seasonal changes over a period of time. 	<ol style="list-style-type: none"> 1. <i>How does the time of salah change in different seasons? Why? How does this create harmony in our daily lives? How does this help to keep us connected with the natural world?</i> 2. <i>How does the lunar cycle mark our time?</i> 3. <i>How do events of the Islamic year relate to the seasons?</i> 4. <i>Why does the first day of Ramadan change every year? How is fasting different when Ramadan occurs in summer or in winter?</i> 5. <i>How are prayer and Ramadan connected to life cycles?</i> 6. How are animals affected by the various seasons and how have they been created to survive throughout the year? 7. How do some creatures know when to begin to migrate? How do they know where to go? 8. How do some creatures know how, when and where they must hibernate? 9. How are our routines and schedules connected to seasonal changes? What activities happen on a seasonal basis?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Watching the Cycle of Seasons**

Students will:

- 1) View outdoors from a window. Identify the season. Look closely and recognize details of the specific season. Think of how each season creates its own beauty. Watch for the activities of creatures as they change through the seasons. Imagine this scene in each of the seasons.
- 2) Draw the same landscape in spring, summer, fall and winter on four sheets of paper, showing the seasonal changes. Glue the edges of the paper to connect the artwork in sequence. Display the pictures as a cylinder.
- 3) In guided discussion, reflect on the connectedness of the cycles and the balance of nature. Talk about the seasonal cycle using the artwork as the basis for discussion.

ENDURING UNDERSTANDING: Recognize the harmony of the cosmos.

GRADE LEVEL: 1

SUBJECT: Science

Topic C: Building Things

General Learner Expectations

Students will: 1–7 Construct objects and models of objects, using a variety of different materials

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: <ul style="list-style-type: none"> • construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools • construct model objects; e.g., furniture, equipment, boats, vehicles • construct toys; e.g., pop-ups, figures • create wind- and water-related artifacts; e.g., dams, water wheels, boats. 2. Identify component parts of personally constructed objects, and describe the purpose of each part. 3. Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts. 4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed. 	<ol style="list-style-type: none"> 1. <i>Which of the 99 names of Allah refer to God as a creator and builder?</i> 2. <i>How do human beings reflect these divine attributes by being conscientious builders?</i> 3. What is the origin of natural and manmade materials? 4. What is the difference between natural and manmade materials? What is the difference between plastic and wooden blocks? 5. Where do our materials come from and where do they go? 6. What are different uses for the same material? 7. How can materials be re-used? How can materials be recycled? 8. What toys can be made from easily collected natural materials? 9. What is plastic? What is the origin of plastic? Why is there so much plastic? What kind of toys do we have that are not made of plastic? 10. Why are there so many kinds of the same object created for the same specific purpose? 11. How can objects possibly be improved by changing the construction materials or the design of the object? 12. How would life be easier or more difficult if there was only one object used for a specific purpose? 13. <i>What spiritual supports can we use to construct a strong foundation?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Recycle Materials and Build a Toy or Craft Item**

Students will build a toy or game or craft item from recycled materials. The object can have a meaningful purpose and must be made of reclaimed or recycled materials. In discussion, reflect on our responsibility in using materials.

As a class group, students will:

- 1) Brainstorm ideas. View samples of old handmade toys. Look for examples of games, toys, and crafts which children make in other cultures.
- 2) Determine the criteria for the product together.
- 3) Decide what to make and the purpose of the toy.
- 4) Collect the materials.
- 5) Each student will build the toy with guidance, in class.
- 6) Assess the product according to pre-established criteria, including its play potential.

ENDURING UNDERSTANDING: Recognize the harmony of the cosmos.

GRADE LEVEL: 1

SUBJECT: Science

Topic D: Senses

General Learner Expectations

Students will:

1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.

1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 1 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify each of the senses, and explain how we use our senses in interpreting the world. 2. Identify ways that our senses contribute to our safety and quality of life. 3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound. 4. Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose. 5. Recognize that other living things have senses, and identify ways that various animals use their senses; e.g., sensing danger, finding food, recognizing their own young, recognizing a potential mate. 6. Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness, inability to see objects at close range. 7. Describe ways to take care of our sensory organs, in particular, our eyes and ears. 	<ol style="list-style-type: none"> 1. How do the sensory organs contribute to the quality of life? 2. What senses other than seeing, hearing, tasting, touching and smelling might we have? 3. How can the senses enhance or weaken the quality of life? 4. How do our senses help guard us from danger? 5. <i>How do the senses point us to the signs of the Creator? How can our senses help bring us closer to Allah? How do we use our senses in reflection? In dhikr?</i> 6. What are our responsibilities and duties to our sensory organs? 7. What can cause our senses to become weak? 8. How could our senses mislead us? 9. How do our senses change as we grow older? 10. How would life be different without one or more of our sensory organs? 11. How do human senses differ from the senses in other living things? How are they similar? 12. How can we take care of our eyes and ears in the short term and the long term? 13. <i>How can we accept that “abilities” and “disabilities” are from Allah?</i> 14. <i>What do we know about special inner resources the Prophets received to help them communicate with their people?</i>

SAMPLE TRANSFER /PERFORMANCE ASSESSMENT TASK:**Making Sense: Experiencing Special Needs**

We have each been born with inner resources that help us make sense of the world.

Students will:

- 1) Participate in group discussion about how each sense helps us learn and understand.
Eyes, ears, nose, tongue and hands recognize sensations.
Sensations are perceived by the mind.
Perceptions are internalized and understood through *'aql*, the intellect.
- 2) Choose items from a mystery bag and “sense” the item. *My fingers touch the fur. My fingers send a message to my brain. My brain knows that it is soft.*
- 3) Experience not having the senses of sight, sound, touch, smell and taste.
 - Wear a blindfold and learn by touch use of sandpaper letters, magnetic letters, or other tactile manipulatives to determine what they are. Describe them..
 - Do classroom work with earplugs and communicate by lip reading, making symbols, and using gestures.
 - Wear oversized gloves and experience play without the sense of touch.
 - Plug their noses and taste various kinds of foods. Talk about how foods taste and how you feel when you can not smell them. Compare tasting the same foods when you do smell them.
- 4) Discuss how all the senses work together with our hearts and minds to give us a better understanding and appreciation of the world and how they help us remember Allah.

ENDURING UNDERSTANDING: Recognize the harmony of the cosmos.

GRADE LEVEL: 1 **SUBJECT:** Science

Topic E: Needs of Animals and Plants

General Learner Expectations

Students will:

1–11 Describe some common living things and identify needs of those living things.

<p align="center">PROGRAM OF STUDIES Grade 1 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Observe, describe and compare living things. 2. Contrast living and nonliving things. 3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter. 4. Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles. 5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild). 6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care. 7. Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care. 8. Identify ways that land plants depend on soil. 9. Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals. 10. Give examples of ways in which animals depend on plants and ways in which plants depend on animals; e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds. 	<ol style="list-style-type: none"> 1. <i>What is ruh? How does ruh give life to a body?</i> 2. How can we group animals and plants on the basis of their visible characteristics? 3. How do animals benefit human kind? What would life be like without these animals? 4. <i>What animals are mentioned in the Qur'an and what can we learn about them?</i> 5. What are our responsibilities and duties towards animals and plants? <i>What is our responsibility to our Creator?</i> 6. <i>What is the role of khalifa?</i> 7. Why have plants and animals been created differently? 8. How are animals suited to the habitat in which they live? 9. How are plants suited to the environment in which they grow? 10. How are plants and animals dependent on each other? 11. How are animals and humans similar and/or different? 12. <i>Why did Allah create animals differently than humans?</i> 13. How do we use plants and animals? How do people misuse plants and animals? 14. <i>How have hima (sanctuaries or protected areas) been established and maintained in the Muslim world?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Choose to Nurture Some Part of Creation**

Students will participate in at least one activity listed below:

- Incubate fertilized eggs in a classroom incubator and mark the 21 days on the calendar, watch the chicks break out of their shells and share the wonder.
- Watch frog eggs grow into tadpoles and then into frogs. Make sure to keep them in fresh pond water and release the frogs back to the same pond where the eggs were collected.
- Pre-soak bean seeds and plant them in individual pots. Watch the seeds germinate and sprout. Nurture the seedlings till they are strong enough to be transplanted outdoors.
- Pot amaryllis or other bulbs for forced flowering during the winter months.

Students will:

- 1) Take care of a plant or animal and watch it grow from one stage to another.
- 2) Keep a log book to record, draw and write down observations and activities related to the growth of plants and animals.
- 3) Discuss what conclusions about needs of plants and animals can be drawn from their observations.
- 4) Reflect on how all things in creation are interrelated.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 2

SUBJECT: English Language Arts

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p><i>1.1 Discover and Explore</i> Express ideas and develop understanding</p> <ul style="list-style-type: none"> • contribute relevant ideas and information from personal experiences to group language activities • talk about how new ideas and information have changed previous understanding • express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> • use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information <p>Express preferences</p> <ul style="list-style-type: none"> • explain why particular oral, print or other media texts are personal favourites <p>Set goals</p> <ul style="list-style-type: none"> • recognize and talk about developing abilities as readers, writers and illustrators <p><i>1.2 Clarify and Extend</i> Consider the ideas of others</p> <ul style="list-style-type: none"> • connect own ideas and experiences with those shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> • record ideas and information in ways that make sense <p>Extend understanding</p> <ul style="list-style-type: none"> • find more information about new ideas and topics 	<ol style="list-style-type: none"> 1. Why is it important to share our personal experiences? 2. <i>How can taqwa (consciousness of God) help us learn? How can we become more aware of Allah's presence?</i> 3. What makes a good book? What are important criteria? (a good story, accurate content, conceptual clarity, well designed, inspires awe and wonder, <i>acknowledges our Creator and Sustainer? includes Islamic tradition?</i>) 4. How do texts differ? 5. How do text and illustration work together? 6. What is my favourite type of literature? Why? 7. How do our experiences influence or affect our reading? 8. How do our feelings influence our connections to what we read?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Sharing Thoughts about *Sadaqah***

In daily circle time students will be encouraged to share thoughts about *sadaqah*. In discussion, emphasis will be on how *sadaqah* are good deeds that help purify us and our intentions.

Students will:

- 1) Define *sadaqah*.
- 2) Brainstorm ideas about *sadaqah*, list good deeds and sort the deeds into relevant categories.
- 3) Reflect on the types of deeds and demonstrate their understanding of how the best deeds are those not done for the purpose of getting attention for the deed.
- 4) Listen to and read stories (fiction and non-fiction) about deeds of kindness. Discuss the stories to demonstrate understanding of characters' actions and motivations.
- 5) Make a visual display of "good deed" pictures, poems and stories, and share information about the presentation with others.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 2

SUBJECT: English Language Arts

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p>POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning • connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning • use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use knowledge of oral language to predict words when reading stories and poems • apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions • identify the main idea or topic and supporting details of simple narrative and expository texts <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • identify by sight an increasing number of high frequency words and familiar words from favourite books • read aloud with fluency, accuracy and expression • figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p>	<ol style="list-style-type: none"> 1. <i>What are ayat (signs) that we can learn to read?</i> 2. <i>How does the Qur’anic command Iqra bismi Rabbikaladhi Khalaq (Read / Recite in the Name of thy Sustainer Who created) inspire us to use language?</i> 3. <i>What stories are woven into the text of the Qur’an? How do they connect to each other?</i> 4. <i>How did prophets communicate their message?</i> 5. What do good readers do? What do good readers do when they do not understand the text? 6. How do individual sounds in a language (phonemes) take on meaning? How does the meaning grow as sounds combine to make words, words combine to make ideas and ideas combine to build concepts? <i>How does this demonstrate the connectedness of all things?</i> 7. What is phonics? How does phonics help us to read? 8. How does punctuation help us to understand meaning when we read? 9. How does context affect the meaning of words? 10. How do illustrations influence the meaning of text? 11. How do text and illustration work together?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ul style="list-style-type: none"> • preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning • use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations to read unfamiliar words in context • apply knowledge of long and short vowel sounds to read unfamiliar words in context • use knowledge of word parts, contractions and compound words to read unfamiliar words in context • associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> • put words in alphabetical order by first letter • use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts • identify favourite kinds of oral, print and other media texts • model own oral, print and other media texts on familiar forms • respond to mood established in a variety of 	

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>oral, print and other media texts</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • connect situations portrayed in oral, print and other media texts to personal and classroom experiences • retell the events portrayed in oral, print and other media texts in sequence • suggest alternative endings for oral, print and other media texts • discuss, represent or write about interesting or important aspects of oral, print and other media texts • express thoughts or feelings related to the events and characters in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • identify and use words and sentences that have particular emotional effects • identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • recognize that ideas and information can be expressed in a variety of oral, print and other media texts • identify and explain the use of various communication technologies <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • identify main characters, places and events in a variety of oral, print and other media texts • identify how pictures, illustrations and special fonts relate to and enhance print and other media texts <p>Experiment with language</p> <ul style="list-style-type: none"> • demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations <p>Create Original Text</p> <p>Generate ideas</p>	

PROGRAM OF STUDIES Grade 2 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • use own and respond to others' ideas to create oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts <p>Structure texts</p> <ul style="list-style-type: none"> • create narratives that have beginnings, middles and ends; settings; and main characters that perform actions • use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Learning about the Prophets: Miracles

Students continue to learn about prophets as part of a living history that provides a framework for faith. Many prophets performed miracles, not with their own power, but as signs from Allah to help people believe.

Students will:

- 1) Read stories of the prophet aloud with fluency, accuracy and expression.
- 2) Discuss: What is a miracle? Use a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions. What is the difference between miracles and magic? The story of the contest between Prophet Musa and the magicians demonstrates the difference clearly.
- 3) Complete a chart with a list of miraculous events, the name of the prophet who performed the miracle, and a suitable symbol. For example:

• Swallowed by a fish	Yunus, peace be upon him	draw a fish
• Changed staff into a snake	Musa, peace be upon him	draw a snake
• Walked on the sea	Isa, peace by upon him	draw a wave
- 4) Next, make a class set of cards. Each card has a student-drawn picture of one symbol. Randomly choose a card. Decide which prophet it symbolizes.
- 5) Write a short narrative about the prophet with beginning, middle and end. Include a description of the setting. Write about the prophet's actions and the way the people responded to his message.
- 6) Share the written stories with a partner.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 2

SUBJECT: English Language Arts

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> • relate personal knowledge to ideas and information in oral, print and other media texts • ask questions to determine the main idea of oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> • ask questions to focus on particular aspects of topics for own investigations <p>Plan to gather information</p> <ul style="list-style-type: none"> • recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> • find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community <p>Access information</p> <ul style="list-style-type: none"> • use text features, such as table of contents, key words, captions and hot links, to access information • use given categories and specific questions to find information in oral, print and other media texts • use the library organizational system to locate information <p>Evaluate sources</p> <ul style="list-style-type: none"> • recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • categorize related ideas and information, 	<ol style="list-style-type: none"> 1. How do I find information? 2. <i>What is the purpose of collecting information? How can I begin my search with intention?</i> 3. How is “search” related to “research”? 4. What do I do with information? How can I categorize information? How do I organize information? 5. <i>What is important? How can I critically decide what is worth learning? What is meaningful?</i> 6. How do I learn information? What do I need to know about myself to help me learn? 7. What questions elicit the answers I need? 8. How can I effectively present information to help others learn?

PROGRAM OF STUDIES Grade 2 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>using a variety of strategies, such as finding significant details and sequencing events in logical order</p> <ul style="list-style-type: none"> produce oral, print and other media texts with introductions, middles and conclusions <p>Record information</p> <ul style="list-style-type: none"> record key facts and ideas in own words; identify titles and authors of sources <p>Evaluate information</p> <ul style="list-style-type: none"> examine gathered information to decide what information to share or omit <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> share with familiar audiences ideas and information on topics clarify information by responding to questions <p>Review research process</p> <ul style="list-style-type: none"> answer questions, such as “What did I do that worked well?” to reflect on research experiences 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Research the Journey of Lifetime: Create a Display Wall

Students research how pilgrims travel to Hajj and learn how this is the journey of a lifetime. Access a variety of resource formats, including maps, travel brochures, photo journals and DVDs.

Students will:

- Listen to several stories about the Hajj journey. Brainstorm questions to be answered.
 - How did the pilgrims travel?
 - How long did the journey take?
 - Where did the journey begin?
 - What challenges arose?
- Create a display wall: Journey of a Lifetime.
 - world map marked with routes to Hajj
 - graph of distances to Makkah from major cities
 - pictures of modes of transport
 - a pilgrim’s journey preparations and timeframe for travel
 - descriptions of the journey and events en route
- Share aspects of the pilgrimage journey in an oral presentation supported by the visuals students have created.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 2

SUBJECT: English Language Arts

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> • identify features that make own or peers' oral, print or other media texts interesting or appealing <p>Revise and edit</p> <ul style="list-style-type: none"> • revise words and sentences to improve sequence or add missing information • check for capital letters, punctuation at the end of sentences and errors in spelling <p>Enhance legibility</p> <ul style="list-style-type: none"> • print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately • use margins and spacing appropriately • explore and use the keyboard to compose and revise text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • develop categories of words associated with experiences and topics of interest • use knowledge of word patterns, word combinations and parts of words to learn new words <p>Enhance artistry</p> <ul style="list-style-type: none"> • choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts <p>4.2 Attend to Convention Attend to grammar and usage</p> <ul style="list-style-type: none"> • write complete sentences, using capital letters and periods • use connecting words to join related ideas in a sentence • identify nouns and verbs, and use in own writing 	<ol style="list-style-type: none"> 1. What is a complete thought? 2. What is editing? How do I edit? 3. How do I learn new words? 4. What do I need to know to help me become a good speller? 5. What is a good beginning? Ending? How can I organize my thoughts and ideas well for writing? 6. <i>What features of the Qur'an demonstrate artistry of communication?</i> 7. <i>How is al-Bayan (articulate thought and speech) important for communication?</i> 8. <i>What is the connection between the oral tradition and the written text?</i> 9. <i>Reflect on Luqman: 27. If all the trees on the earth were pens, and the sea [were] ink, with yet seven more seas added, the words of Allah would not be spent....</i> 10. <i>What do we know of word patterns in the Qur'anic language? How does recognition of the root of a word help to know the meaning of its derivatives?</i> 11. <i>What examples of poetry do we have in the Qu'ran?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ul style="list-style-type: none"> • identify adjectives and adverbs that add interest and detail to stories <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing • use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing • use the conventional spelling of common words necessary for the efficient communication of ideas in writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters for proper nouns and at the beginning of sentences in own writing • use periods and question marks, appropriately, as end punctuation in own writing • use commas after greetings and closures in friendly letters and to separate words in a series in own writing • identify commas and apostrophes when reading, and use them to assist comprehension <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • present ideas and information by combining illustrations and written texts <p>Enhance presentation</p> <ul style="list-style-type: none"> • clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • ask relevant questions to clarify understanding and to have information explained • show enjoyment and appreciation during listening and viewing activities 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK**Artistry in Communication: Presentation of Poetry**

Students explore poetry as a way of expression and communicating ideas. They will recognize how poetry helps us refine an idea and present it in a unique way. Become familiar with poetry in the Islamic tradition.

Students will:

- 1) Listen to and read examples of several types of poetry.
- 2) Follow a “recipe” format that emulates several of these styles to write their own poems.
Students will explore single ideas and choose words, language patterns, sounds and illustrations to create particular effects with their poetry.
- 3) After composing a poem, recompose to refine the idea expressed.
- 4) Present their poems orally.
- 5) Display a neatly written copy of their poem in their own penmanship.
- 6) Explain how poetry helps clarify their thoughts and ideas.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 2

SUBJECT: English Language Arts

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes 5</p>	<p>POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>5.1 Respect Others and Strengthen Community Appreciate diversity</p> <ul style="list-style-type: none"> • discuss the experiences and traditions of various communities portrayed in oral, print and other media texts • ask for and provide clarification and elaboration of stories and ideas <p>Relate texts to culture</p> <ul style="list-style-type: none"> • discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • participate in shared language experiences to acknowledge and celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • adjust own language use according to the context, purpose and audience <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • work in a variety of partnerships and group structures • identify ways that class members can help each other <p>Work in groups</p> <ul style="list-style-type: none"> • contribute relevant information and questions to extend group understanding of topics and tasks • stay on topic during class and group discussions <p>Evaluate group process</p> <ul style="list-style-type: none"> • recognize own and others' contributions to group process 	<ol style="list-style-type: none"> 1. How can I help listeners understand me? 2. How do I learn from others? 3. How can I collaborate with others to present ideas? 4. <i>How can the 99 Names of Allah provide guidance to me? How do the divine attributes provide guidelines to respect others and strengthen community?</i> 5. Why is it important to use respectful language? 6. <i>What is adab and how can we learn it?</i> 7. How does the meaning of what is spoken change with the respect that is shown? 8. How does a listener respond differently to language that is respectful or disrespectful? 9. How can the group learn together? How are our individual ideas connected in a group? 10. Do I have a preferred way of learning? <i>Is this part of my fitrah?</i> How does learning in different ways facilitate various individual learning styles? How does this impact group process? Consider the following ways of learning: <ul style="list-style-type: none"> • Linguistic • Visual • Mathematical • Kinesthetic • Social • Aesthetic • Reflective • Nature-focused

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK**Working Together: Emulating Divine Attributes**

Students will demonstrate an understanding of personal strengths of character that reflect divine attributes that support people working together. They will do this orally and in writing.

Students will:

- 1) Memorize and discuss the meanings of the 99 Names of Allah. The group could memorize one name a day, and recite the growing list of memorized names daily. Discussion about the meaning of each name will necessarily include discussion of personal values and character development.
- 2) Participate in regular recitation of the 99 Names.
- 3) Connect the recitation with making the string of *tasbih* in mathematics numeracy.
- 4) Discuss the prophetic saying: *Clothe yourself with the excellent qualities of God Most High... God has nine and ninety virtues: whosoever puts on one of them will surely enter the Garden [Heaven].*
- 5) Choose an attribute and write a paragraph to define and describe it. In guided discussion, students will identify ways that internalizing this attribute builds community strength
- 6) Work in small groups to demonstrate an attribute in role-play, charade, or skit.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 2

SUBJECT: Math

STRAND: Number

General Outcome: Develop Number Sense

<p align="center">PROGRAM OF STUDIES Specific Outcomes Grade 2</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<ol style="list-style-type: none"> 1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1. 2. Demonstrate if a number (up to 100) is even or odd. 3. Describe order or relative position, using ordinal numbers (up to tenth). 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. 5. Compare and order numbers up to 100. 6. Estimate quantities to 100, using referents. 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. 8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. 9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • using the commutative property of addition (the order in which numbers are added does not affect the sum) • using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) 	<ol style="list-style-type: none"> 1. In what different ways can we represent numbers to 100? 2. What is the significance of “even” and “odd” numbers? 3. How do we use numbers to describe placement and order? What difference does order make? What are the benefits of doing something first? 4. Why do we use estimation? How can estimated numbers be useful? 5. How can we check answers to see if they are correct? 6. <i>What does tawhid (unicity) have to do with the number “1”?</i> 7. <i>How far can we count? Can we count to the end? Where is the end?</i>

PROGRAM OF STUDIES Specific Outcomes Grade 2	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • explaining that the order in which numbers are subtracted may affect the difference. <p>10. Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. 	

SAMPLE TRANSFER/ PERFORMANCE ASSESSMENT TASK

Counting *Tasbih*: Beads to 100

Learn to use the *tasbih* (prayer beads) to count the number of times a supplication is repeated.

Students will:

- 1) Make the intention to thread 100 beads for reciting the Names of Allah.
- 2) Learn one name / one attribute of Allah every day.
- 3) Add one bead to the string of *tasbih* with each new name.
- 4) Repeat the previously learned names every day.
- 5) Add a neat tassel to finish the string.

As a culminating activity, recite all the 99 names at a school-wide assembly. Possibly incorporate this into activities in a 99th (or 100th) Day of School celebration.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 2 SUBJECT: Math **STRAND:** Patterns and Relations

General Outcome: Use patterns to describe the world and to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions. 2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • reproducing • extending • creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. 3. Sort a set of objects, using two attributes and explain the sorting rule. 	<ol style="list-style-type: none"> 1. <i>How are patterns used as symbolic expressions in Islamic art?</i> 2. How do we describe patterns? 3. How far can a pattern extend? 4. What number patterns do you see around you? 5. How have we sorted the things in our classroom using two attributes? What is their sorting rule?

SAMPLE TRANSFER /PERFORMANCE ASSESSMENT TASK:

Observing and Repeating Patterns in Cultural Artifacts - Linear Repeats

Carefully look at various hand-crafted items from Islamic culture (prayer rugs, inlaid wooden boxes, brassware, etc.) to examine their decorative borders and overall patterns.

Students will:

- 1) Identify linear repeating patterns commonly used in borders on artefacts.
- 2) Identify the pattern core of one of the observed patterns. Build the pattern with manipulatives and describe the full pattern.
- 3) Create simple repeating patterns based on observed handicrafts, including designs of two attributes related to shape and colour.
- 4) Extend the pattern core to increase the pattern.
- 5) Draw and colour the pattern they built.
- 6) Translate the pattern from shape and colour to letters/numbers or vocal representation by assigning symbols or sounds to each pattern.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 2 **SUBJECT:** Math

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways.

PROGRAM OF STUDIES Grade 2 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • Demonstrate and explain the meaning of equality and inequality, concretely and pictorially. • Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol 	<ol style="list-style-type: none"> 1. How can equality and inequality be demonstrated and explained? How can I show each concept? 2. <i>What is the relationship between balance and measure? How does the Qur’anic metaphor of mizan demonstrate the measuring of our deeds?</i> 3. <i>If deeds were to be measured, would the good deeds or the bad deeds weigh more?</i> 4. <i>How do Qur’anic references to pairs illustrate balance? Consider first/last, right/left, above/below, odd/even, day/night, light/dark, awake/asleep, etc. How do they show that parts of a pair are distinct, complementary, and serve to define each other?</i> 5. When we consider “odd” and “even”, does either have less merit than the other? 6. How can we think about and understand inequality in this life? 7. What is an “unknown” number? 8. How can I say the same thing in different ways?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Measuring with the *Mizan*

Explore the idea of balance using a *mizan* (simple balance scale) and various different objects. Students will:

- 1) Explore how number of objects, mass, and weight impact the balance.
- 2) Depict the balance, using mathematical symbols such as equal, less than, or more than. Write a number sentence using numerals to describe your findings.
- 3) Orally explain observations.

In guided discussion, consider how all of our deeds in this life are weighed, to be measured, and therefore we are accountable for our deeds. Discuss how all of our deeds in this life are weighed, to be measured, and therefore we are accountable for what we do.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 2 SUBJECT: Math

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Relate the number of days to a week and the number of months to a year in a problem-solving context. 2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). 3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison 4. Measure length to the nearest nonstandard unit by: <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process). 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. 	<ol style="list-style-type: none"> 1. What is time? Why is it important? 2. How long is forever? 3. How can we compare a melting ice cube with the passing of our time? 4. How does the sun mark our time? How does the moon mark our time? 5. <i>How does the Islamic calendar follow the lunar cycle?</i> 6. <i>How does the measurement of time using the lunar calendar ensure that events in the Islamic year are experienced in every season?</i> 7. How do I measure?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Measuring Trees

Observe and visually compare trees, then measure them using non-standard units.

Students will:

- 1) Go outdoors and view trees from a distance. Work with a partner to compare sizes of trees.
- 2) Choose a tree and hug it.
How big is the trunk?
Use a non-standard unit to measure its circumference.
Do this first by iteration process and then use multiple copies of the unit.
- 3) *How big is the crown?*
Put markers on the ground under the tip of the tree's longest branch.
Find a branch that is opposite it and mark its tip on the ground.
Measure along the ground from the first marker to the second marker using a non-standard unit.
Record the results.
- 4) *How high is the tree?*
Have a partner stand at the base of the tree. Back away from the tree, holding a stick in front of you in a vertical position. Keep your arm straight. Stop when the vertical stick and the tree appear to be the same size.
Have your partner walk to the spot that you see as the top of the stick. Be sure the base of the stick is lined up at the base of the tree.
Measure how far your partner walked, using the same non-standard unit. That is the tree's height. Record your answer as the height.
- 5) *How old is a tree?* Examine tree slices or "cookies," and count and examine annual growth rings formed as the cambium adds new cells.
- 6) Make statements, write about and illustrate comparisons of the height, crown, trunk and age of trees.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 2 SUBJECT: Math

STRAND: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ul style="list-style-type: none"> • Gather and record data about self and others to answer questions. • Construct and interpret concrete graphs and pictographs to solve problems. 	<ol style="list-style-type: none"> 1. What really is data? 2. What are graphs? How are they used, and what do they represent? 3. What are pictographs? How are they used, and what do they represent? 4. <i>What data can we collect in the natural world that can teach us about creation and the Creator?</i> 5. Why would you want to collect this information? What is the use of this information? 6. What experiential data do we collect in our lives?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Data Collection: How Tall Are We?

Reflect on how our growth is a sign of health and sustenance, which reminds us of the Creator and Sustainer of life. Consider how all living things grow.

Students will gather and record data from a growth chart.

- 1) At the beginning of the school year, record the height of each student in a group of 3-5.
- 2) Track growth over several months, using pictographs or concrete graphs constructed by each group.
- 3) Using the data, discuss:
 - *How much have you grown?*
 - *Who has grown the most?*
 - *Has everyone grown?*
 - *Did anyone shrink?*
- 4) Construct a pictograph to compare the height of students.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 2

SUBJECT: Social Studies

UNIT: 2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> • appreciate how a community's physical geography shapes identity • appreciate the diversity and vastness of Canada's land and peoples • value oral history and stories as ways to learn about the land • acknowledge, explore and respect historic sites and monuments • demonstrate care and concern for the environment <p>Knowledge and Understanding <i>Students will:</i></p> <p>2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p> <ul style="list-style-type: none"> • Where are the Inuit, Acadian and prairie communities located in Canada? • How are the geographic regions different from where we live? • What are the major geographical regions, landforms and bodies of water in each 	<ol style="list-style-type: none"> 1. How can the stories of our elders enrich our story? 2. <i>How can we, as khalifah, show stewardship of the environment?</i> 3. <i>How can a visit to Al Rashid mosque in Fort Edmonton Park help me to appreciate my community? How did other local mosques become established in Alberta?</i> 4. <i>How can we learn about Lac La Biche's Muslim immigrants and learn about their struggles and achievements?</i> 5. <i>Why did Muslims settle here? How did they decide to remain and what factors influenced the growth of their communities?</i> 6. <i>What cultural characteristics do Muslim communities share with other specific groups? What distinguishes them?</i> 7. <i>How can Muslims share their traditions and celebrations? How do Muslims participate in multi-cultural events such as "Heritage Days"?</i> 8. <i>How do Muslims participate in the economy? How do they use their own skills, background, and values in their businesses and other enterprises?</i> 9. Where does each of us have a place in the continuum of history? How has the past given us a place today and what can we learn from the past?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • community? • What are the main differences in climate among these communities? • What geographic factors determined the establishment of each community (e.g., soil, water and climate)? • How does the physical geography of each community shape its identity? • What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? • How does the vastness of Canada affect how we connect to other Canadian communities? <p>2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? • What are the traditions and celebrations in the communities that connect the people to the past and to each other? • How are the communities strengthened by their stories, traditions and events of the past? • What are the linguistic roots and practices in the communities? • What individuals and groups contributed to the development of the communities? • How do these communities connect with one another (e.g., cultural exchanges, languages, 	

PROGRAM OF STUDIES Grade 2 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>traditions, music)?</p> <ul style="list-style-type: none"> • How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? <p>2.1.1 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? • What are the occupations in each of the communities? • What kinds of goods and services are available in the communities? • What impact does industry have on the communities (i.e., agriculture, manufacturing)? 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Welcome Here!****Introducing You to Our Dynamic Community**

In collaborative groups, the students produce a welcome-to-the-community package, designed to introduce, inform, and welcome Muslim immigrant newcomers.

Students will:

- 1) Interview local community workers to learn about the services they provide to newcomers (e.g., invite a Welcome Wagon host to the class. Learn about the work of Islamic Family and Social Services Association, the Food bank, and other local agencies).
- 2) Consider the special needs of immigrant families and make a list of services that may address those needs (ESL, cultural transition, change in family support, etc.)
- 3) Choose a community in Canada and research the geography, heritage, resources, and economics that shape the community.
- 4) Collect information about the chosen community. Using maps, brochures, promotional materials and contact community representatives for resources.
- 5) Compile a package of information that would help a new family settle in the community.

The package may include both collected items and student-produced materials:

- Map
- Promotional brochure
- Fact sheet with geographic features, special landmarks, public parks and nature areas
- Fact sheet about climate, how to prepare for change in seasons
- Historic timeline of the community
- Illustrated description of the community's culture and heritage
- List of community service agencies that support families
- Special annual events
- Contact information about local mosques, Islamic schools, halal food stores, and Muslim business
- Discount cards and introductory offers

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 2

SUBJECT: Social Studies

UNIT: 2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>2.2.1 appreciate how stories of the past connect individuals and communities to the present.</p> <p>2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student’s community</p> <p>2.2.3 appreciate the importance of collaboration and living in harmony</p> <p>2.2.4 appreciate how connections to a community contribute to one’s identity</p> <p>2.2.5 appreciate how cultural and linguistic exchanges connect one community to another</p> <p>Knowledge and Understanding <i>Students will:</i></p> <p>2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What characteristics define their community? • What is unique about their community? • What are the origins of their community? • What were the reasons for the establishment of their community (e.g., original fur trade fort, original 	<ol style="list-style-type: none"> 1. <i>How and when did the first Muslims come to this community and how did they settle and make roots?</i> 2. <i>Why did Muslim traders choose to settle in Alberta?</i> 3. <i>What contact did the first Muslims have with Aboriginal people? What did they have in common? How could they relate?</i> 4. <i>What was the role of French language in Muslim settlement?</i> 5. <i>What difference would language skills make for French-speaking Muslims in a Francophone community?</i> 6. <i>How did the Muslim community retain its spiritual centre with establishment of mosques and schools?</i> 7. <i>How have Muslim communities changed in Alberta?</i> 8. <i>What Muslim leaders have impacted the political, social, economic, and cultural fabric of the community?</i> 9. <i>How has the impact of Muslims in the community been recognized over time?</i> 10. <i>How was Al Rashid Mosque established?</i> 11. <i>How did Al-Rashid Mosque continue to serve its local Muslim community?</i> 12. <i>How has the community of Lac La Biche grown and changed, and how have the Muslims influenced this change?</i> 13. <i>Where does each of us have a place in the continuum of history? How has the past given us a place today and what can we learn from the past?</i>

PROGRAM OF STUDIES Grade 2 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>inhabitants)?</p> <ul style="list-style-type: none"> • What individuals or groups contributed to the development of their community? <p>2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)? • What has caused changes in their community? • How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? • How have the people who live in the community contributed to change in the community? • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASKS:**Research the Oldest Mosque in North America**

Al-Rashid Mosque was built by the descendents of Muslim farmers and fur traders in the 1930's. The historic building is now situated in Fort Edmonton Park; current Al Rashid Mosque is in north Edmonton.

Students will:

- 1) Research early Muslim settlement in Canada to learn about the traders and farmers who came from other lands and how the Muslim community became established in Alberta.
- 2) Interview descendents of the first Muslim families in Edmonton to learn what characteristics defined their community.
- 3) Draw a timeline of Al Rashid Mosque events, beginning with the establishment of the Muslim community in Edmonton, the erection of the first building, and continuing to the present day.
- 4) Write a short newspaper article about the growth and changes of the Al Rashid community.
- 5) Visit Fort Edmonton Park to see the historic building “in historical context” at the end of the 1920's street. Visit Al Rashid Mosque on 113th Street to see its current situation. Compare the two buildings and the functions they have served.
- 6) Reflect on the importance of the Muslim community in Edmonton in the past. Discuss and write about how the Al Rashid community has changed and how the community has contributed to change in the city of Edmonton over time.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 2

SUBJECT: Science

Topic A: Exploring Liquids

General Learner Expectations

Students will:

2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.

2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> • recognize and describe liquid flow • describe the shape of drops • describe the surface of calm water. 2. Compare water with one or more other liquids, such as cooking oil, glycerin or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials. 3. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not. 4. Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container. 5. Demonstrate an understanding that liquid water can be changed to other states: <ul style="list-style-type: none"> • recognize that on cooling, liquid water freezes into ice and that on 	<ol style="list-style-type: none"> 1. What is the significance of water for life? 2. Could we live without water? How is water a gift? 3. How is the world being unbalanced as more and more of the polar ice caps melt? 4. How is each aspect of the water cycle important to living and nonliving things? 5. How is water distributed around the world? 6. How can the supply of fresh water on earth possibly be decreasing? 7. <i>What makes the water of Zamzam special? What is the historical significance of Zamzam? How is Zamzam used?</i> 8. <i>What is the khalifah's role of responsibility and stewardship of water?</i> 9. <i>What technologies were developed by Muslims around 800 years ago to catch, channel, store and lift water to ensure adequate water supplies?</i> 10. <i>What technologies were developed by Muslims to ensure safe potable water?</i> 11. How do changes in natural conditions speed up or slow down evaporation? 12. Why are we concerned about not wasting water? 13. How can unglazed clay jars be used to cool water?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>heating, it melts back into liquid water with properties the same as before</p> <ul style="list-style-type: none"> • recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling • identify examples in which water is changed from one form to another. <p>6. Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.</p> <p>7. Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair.</p> <p>8. Recognize that water is a component of many materials and of living things.</p> <p>9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASKS:**Dehydration: Food for the Road**

Students will:

- 1) Dehydrate several varieties of fresh fruit and vegetables. Use different ways to dehydrate:
 - dry in the sun
 - dry in the wind
 - dry without exposure to sunlight or moving air.
- 2) Collect data on how long it takes to dehydrate the food
- 3) Rehydrate different dried fruits and vegetables. Weigh the food samples before and after to discover the amount of water that is reabsorbed.
- 4) List fruits that can be successfully dehydrated and stored.
- 5) Learn about dried fruits that were commodities along the Silk Road and other caravan routes. Consider how dried foods served as essential sources of nutrition when fresh foods were unavailable. *Why was dried food an important staple for travelers and Hajj pilgrims in the past?*
- 6) Recognize the significance of dates in the early Muslim community as an important economic commodity. Note that dates have symbolic religious significance. Dates are used to break the daily fast during Ramadan. Dates are regularly carried by Hajj pilgrims.
- 7) To extend the learning, visit a local food market to discover how many forms of dehydrated foods are available. Prepare and serve several dishes using dried fruits.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 2

SUBJECT: Science

Topic B: Buoyancy and Boats

General Learner Expectations

Students will: 2–7 Construct objects that will float on and move through water, and evaluate various designs for watercraft.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation. 2. Alter or add to a floating object so that it will sink, and alter or add to a non-floating object so that it will float. 3. Assemble materials so they will float, carry a load and be stable in water. 4. Modify a watercraft to increase the load it will carry. 5. Modify a watercraft to increase its stability in water. 6. Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> • the degree to which the material is waterproof (not porous) • the ability to form waterproof joints between parts • the stiffness or rigidity of the material • the buoyancy of the material. 7. Develop or adapt methods of construction that are appropriate to the design task. 8. Adapt the design of a watercraft so it can be propelled through water. 9. Explain why a given material, design or component is appropriate to the design task. 	<ol style="list-style-type: none"> 1. What natural substances float and why? 2. What do we learn from buoyant natural substances to make man-made flotation devices? 3. How can materials that float move over the water? How can they be guided to move in a specific direction? 4. <i>How do the floating and non-floating characteristics of natural materials contribute to the harmony of creation?</i> 5. What would happen to marine life if ice did not float? 6. What would happen to all life on earth if ice did not float? 7. <i>What is the Qur’anic story of Khidr and the sinking boat?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Buoyancy and Boats: Design and Build a Model with Natural Materials**

Design and build a model boat using natural materials found outdoors. Consider how the natural materials could be used in creative beneficial ways.

Students will:

- 1) Experiment with a variety of natural materials in water. Discover what floats and what sinks.
- 2) Build a model boat. Use the floating materials for construction and the non-floating materials for ballast and anchor.
- 3) Respond to the following questions:
Why does the boat float?
How can the boat be modified or improved if it is not watertight?
- 4) Keep adding rocks or other ballast till the boat sinks.
 Record the number of items the boat can successfully carry.
Can the boat be modified to carry more items? How?
 Record what was done to successfully modify the boat.
- 5) Reflect on the reference in the Qur'an to ships that travel upon the water.
Why is the buoyancy of ships considered an ayat?
- 6) Reflect also on ayah 21:30... *We made from water every living thing...* How is buoyancy related to the sustenance of life?
- 7) What can we learn from the body structure and movement of water birds, whales and other creatures of the sea in terms of buoyancy?
- 8) Assess the success of the boat:
What materials are the best for boat building? Why?
 Write about the experience of building a boat and carrying cargo.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 2

SUBJECT: Science

Topic C: Magnetism

General Learner Expectations

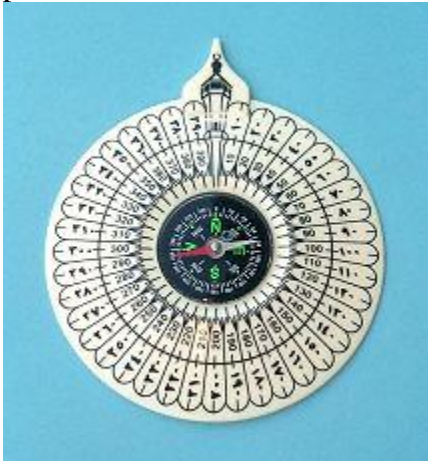
Students will: 2–8 Describe the interaction of magnets with other magnets and with common materials.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify where magnets are used in the environment and why they are used. 2. Distinguish materials that are attracted by a magnet from those that are not. 3. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and nonmetallic objects, predict those that will be attracted by a magnet. 4. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other. 5. Design and produce a device that uses a magnet. 6. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet. 7. Compare and measure the strength of magnets. 	<ol style="list-style-type: none"> 1. <i>How are magnets parts of creation?</i> 2. How does force change when all poles are aligned or not aligned? 3. Why are some magnets stronger than others? 4. Why are many materials not affected by magnetic forces? 5. <i>How does qibla give direction to our lives?</i> 6. Why does orientation matter? 7. <i>Which of the 99 Names of Allah refer to forces of attraction and repulsion and how can the force of magnets help us understand these concepts?</i> 8. How are magnetic forces used in technology, like the magnetic strip on a credit card? 9. How can magnetic forces work against synthetic devices? 10. How do magnetic forces work together in harmony in the cosmos? 11. <i>What other forces of attraction and repulsion are at work in creation?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Make a Magnetic Compass: How can we use a magnet to show the direction of qibla?**

Students will:

- 1) Collect materials: sewing needle, small bar magnet, a small piece of cork, a small container of water to float the cork and needle
- 2) Stroke the magnet over the needle a few times, always in the same direction. This action 'magnetizes' it to some extent.
- 3) Push the needle through the cork. Cut off a small circle from one end of the cork, and drive the needle through it, from one end of the circle to the other, instead of through the exact middle.
- 4) Float the cork with the needle in your cup of water so the floating needle lies roughly parallel to the surface of the water.
- 5) Place your 'compass' on a still surface of water and watch what happens. The needle should come to point towards the magnetic pole.
- 6) To experiment further, place a magnet near your compass and watch what happens. How close can the magnet be to cause any effects?
- 7) Record your results.
- 8) Compare your simple needle compass with a *qibla* compass.
- 9) To find the direction of Makkah using the *qibla* compass, first look up the *qibla* code number for your current location (found in cards that accompany a *qibla* compass, and also online). Then rotate the compass until the red north end of the needle points to the number of your location. The minaret pointer (locate at 0) on the *qibla* compass now points in the direction of Makkah.



- 10) Think about how Muslims all around the world have the same qibla. There is a continuous turning in salah that moves around the world in sequence with the turning of the sun.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 2

SUBJECT: Science

Topic D: Hot and Cold Temperature

General Learner Expectations

Students will: 2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.

<p align="center">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Describe temperature in relative terms, using expressions, such as hotter than, colder than. 2. Measure temperature in degrees Celsius(°C). 3. Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning. 4. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources. 5. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health. 6. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room. 7. Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> • identify the energy source or fuel • recognize that most buildings are heated by circulating hot air or hot water • describe how heat is circulated through the school building and through their own homes. 8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes. 	<ol style="list-style-type: none"> 1. What are ways of measuring hot and cold and how were they developed? 2. What kind of materials change by heating and cooling them? 3. What are warm-blooded animals? How have they been created to maintain their body temperature in their environments? 4. What difference does it make if a creature is warm-blooded or cold-blooded? 5. How are hot and cold, as attributes of something, opposite to each other? 6. Why are extreme temperatures sometimes dangerous? 7. How are foods influenced or changed by temperature? 8. <i>Is moderation in temperature safer? How does this relate to moderation in other aspects of life?</i> 9. How does conservation of energy relate to changes in temperature? 10. <i>What is the role of khalifa in conserving energy in heating and cooling of our homes?</i> 12. <i>How does the temperature change throughout the cosmos? What is the temperature at different levels of atmosphere? in outer space? inside the earth?</i> 13. Why does heat rise? How does that contribute to natural cycles and balances on earth? 14. What natural substances have insulating power? 15. Why is insulation understood as a form of protection?

PROGRAM OF STUDIES Grade 2 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose. 10. Design and construct a device to keep something hot or cold. 11. Describe ways in which temperature changes affect us in our daily lives.	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Temperature: al-Biruni and IbnSina Experiments of Heating and Cooling

In the 11th century, Abu Rayhan al-Biruni, the celebrated Muslim scientist from *Khiva* in the present day Uzbekistan, wrote a letter to Ibn Sina, a physician, scientist and scholar of exceptional insights asking: Why do sealed flasks filled with water break when they are left outside during the cold winter days or nights?

Ibn Sina responded, “They break when the left-over air in the flask contracts due to cold; it creates vacuum which breaks the flask.”

Al-Biruni wrote back, “Your reason would have been valid if the flasks implode, but I have broken many flasks and they all explode.”

Students will conduct experiments to observe temperature-generated changes in water:

- 1) Fill four containers with an equal amount of water.
- 2) Sample #1 – Heat the water and watch it boil.
- 3) Sample #2 – Cool the water in the fridge. Make observations.
- 4) Sample #3 – Freeze the water. Make observations.
- 5) Sample #4 – Melt frozen water. Make observations.
- 6) Consider the following questions.
 - What happens to the level of fluid in a container when ice melts?
 - What can affect the temperatures at which water freezes?
 - What happens when water is heated?
 - What happens when ice is placed in a liquid?
 - What happens when water freezes?
 - Which will freeze faster, hot or cold water?
- 7) Re-do any experiments to re-check or confirm observations and explain the results in terms of the above questions.
- 8) Record the experiments and results. Include diagrams.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 2

SUBJECT E: Science

Topic E: Small Crawling and Flying Animals

General Learner Expectations

Students will: 2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 2 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally. 2. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms. 3. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home. 4. Identify each animal’s role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source. 5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people. 6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight. 7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the 	<ol style="list-style-type: none"> 1. What are the characteristics of small flying animals? 2. What are the characteristics of small crawling animals? 3. How do these characteristics help them to survive? 4. What are the roles of these small creatures in the food chain? 5. How are the homes of small flying and crawling animals different? 6. How do these differences help them to survive? 7. What is their role in their environment and how does the animal affect the environment? 8. <i>What does the Qur’an say about the purpose and role these creatures fulfill in the environment?</i> 9. <i>What references are made in the Qur’an to the bee, the spider, the gnat and other small creatures? What life lessons can we learn?</i> 10. <i>How are small creatures created and sustained? How does this demonstrate rububiyah?</i> 11. <i>How do they participate in creation?</i> 12. What impact does each creature have in its own small way on the environment in which it lives? 13. How do they influence human activity? What is our responsibility as stewards of the earth and all things in it?

PROGRAM OF STUDIES Grade 2 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
animal for a few days or weeks. 8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Keep an Animal Journal of a Small Crawling or Flying Animal

There are many different kinds of small crawling and flying animals in each local environment. Each created being is sustained by the Creator and each, in its own small way, has an impact on the environment in which it lives. All have homes where they meet their basic needs of air, food, water, shelter and space.

Students will:

- 1) Study a small crawling or flying animal that lives in the yard or in a green space.
- 2) Read about the animal to learn about its structure and life habits.
- 3) Observe the chosen animal several times during the day or evening over a three day period.
- 4) Keep a log book of the chosen creature and include the following:
 - a picture of the animal and a labelled illustration of its physical parts
 - a picture of its environment
 - a picture of its home
 - journal entries to describe its activities over the three days
- 5) Summarize in writing:

How does this creature live in relation to its environment? How does it impact the environment? How does the environment affect it?

How is this creature part of a food chain?

Did the animal choose a good place for its home? Why or why not? Could you choose a better location in your local environment for it to live? Why would it be better?
- 6) Reflect on how every creature has been created by God to live and function in its habitat and recognize its role in creation.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 3

SUBJECT: English Language Arts

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences

<p align="center">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p><i>1.1 Discover and Explore</i> Express ideas and develop understanding</p> <ul style="list-style-type: none"> connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts explain understanding of new concepts in own words explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others <p>Express preferences</p> <ul style="list-style-type: none"> choose and share a variety of oral, print and other media texts in areas of particular interest <p>Set goals</p> <ul style="list-style-type: none"> discuss areas of personal accomplishment as readers, writers and illustrators <p><i>1.2 Clarify and Extend</i> Consider the ideas of others</p> <ul style="list-style-type: none"> ask for the ideas and observations of others to explore and clarify personal understanding <p>Combine ideas</p> <ul style="list-style-type: none"> experiment with arranging and recording ideas and information in a variety of ways <p>Extend understanding</p> <ul style="list-style-type: none"> ask questions to clarify information and ensure understanding 	<ol style="list-style-type: none"> <i>What is the language of the heart?</i> What prior knowledge and personal experiences do we have? How do we develop our preferences for literature choices? How do texts differ? How do some books have a positive or negative impact on the reader? What are stereotypes? How do they affect us? How can a stereotype be recognized? Do the oral, print or other media carry hidden messages and how can I read them? <i>How is the Qur'an a book of guidance? How does it guide to the Straight Path?</i> What is an opinion? How do I present an opinion? How can someone else's opinion help me clarify my own position? How can I convince or persuade? What is an argument or issue? Why is it important to know what I believe and what my point of view is? How can I develop a point of view? <i>What is al-bayan ?</i> Why do we, as human beings distinct from other created beings given articulate thought and speech, have a responsibility to learn and use language? Why have we been created communicating with different languages? Do I respect all languages? Do I show this? How can I say the same thing in another language? <i>Can the Qur'an be understood in a language other than Arabic?</i> Which language do I favour and why? Do I mix languages in conversation? In which language do I think?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Sharing Thoughts about Zakah (alms-giving): We Have So Much to Share**

Zakah is the prescribed obligatory giving of a specific portion of one's wealth. *Zakah* has an individual and a collective dimension.

Students will:

- 1) Share thoughts on *zakah* in circle time.
- 2) Memorize *al-Baqarah*: 177. Understand its meaning (...*give their wealth, for the love of Him, to the relatives, the orphan, and the needy, the traveler and the beggar, and for [the freeing of] the slaves...*)
- 3) Learn the poem and recite or sing it together.

We Have So Much to Share

*Give to the poor and the traveler.
Give to the one who has none.
Give to the one who is needy.
Give to everyone.*

*Allah gave this to me.
I can give to you.
You will share with us.
We will share with you too.*

*Give to the lost and the orphan.
Give to the one who has none.
Give to the one who is needy.
Give to everyone.*

[Lyrics © Elma Ruth Harder, *Concentric Circles*, p. 240]

- 4) Explore how giving *zakah* helps the giver and the receiver. Consider new information, ask questions, discuss.
 - How does *zakah* provide a social welfare system?
 - How is giving *zakah* considered a loan that God multiplies?
 - How is it a way of purifying our selves and our wealth?
 - Why is it good to give without making it a public display?
- 5) Research how *zakah* is paid.
- 6) Distinguish the difference between *zakah* and *sadaqah*. Reflect on what we gain by giving.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 3

SUBJECT: English Language Arts

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • share ideas developed through interests, experiences and discussion that are related to new ideas and information • identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials • apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions • identify the main idea or topic and supporting details in simple narrative and expository passages • extend sight vocabulary to include predictable phrases and words related to language use • read silently with increasing confidence and accuracy • monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems <p>Use textual cues</p> <ul style="list-style-type: none"> • use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning • attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading 	<ol style="list-style-type: none"> 1. How is learning language all about learning symbols? 2. What does it mean to be literate? What difference does it make to be literate? 3. <i>How can we learn to read the message of revelation which we read the signs of the cosmos that point to the Creator and the book of revealed scripture in which we read ayat that guide us on the Straight Path?</i> 4. <i>What are the three kinds of qisas (stories) in the Qur'an? How do Qur'anic stories of the prophets, stories about other people of the past, and stories about events during the time of Prophet Muhammad help us understand the message?</i> 5. <i>What stories are woven into the text of the Qur'an? How do they connect to each other?</i> 6. How do the small parts of a story fit into the big picture? 7. How are stories from other places and times about us? How do stories help us learn about and understand ourselves? 8. Does literature primarily reflect culture or does it shape it? 9. How can I identify stereotypes in oral, print and other media texts? 10. What are some of the patterns in stories? 11. What is meaning? How do we

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • apply phonic rules and generalizations competently and confidently to read unfamiliar words in context • apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> • put words in alphabetical order by first letter • use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays • tell or write about favourite parts of oral, print and other media texts • identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites • connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences • summarize the main idea of individual oral, print and other media texts • discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts • make inferences about a character's actions or 	<p>“figure out” the meanings of unfamiliar words?</p> <p>12. How can we approach a text critically? How can we recognize inaccuracy? How can we detect what is missing?</p>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>feelings</p> <ul style="list-style-type: none"> • express preferences for one character over another <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • express feelings related to words, visuals and sound in oral, print and other media texts • identify how authors use comparisons, and explain how they create mental images <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • identify distinguishing features of a variety of oral, print and other media texts • discuss ways that visual images convey meaning in print and other media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • include events, setting and characters when summarizing or retelling oral, print or other media texts • describe the main characters in terms of who they are, their actions in the story and their relations with other characters • identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques <p>Experiment with language</p> <ul style="list-style-type: none"> • recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • use sentence variety to link ideas and create impressions on familiar audiences <p>Structure texts</p> <ul style="list-style-type: none"> • experiment with a variety of story beginnings to choose ones that best introduce particular stories <p>add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Learning about the Prophets: Retelling the story

An overall view of the prophetic tradition shows how prophets came to different people at different times. All prophets brought the same essential message: to remember God.

Students will:

- 1) Listen to and read re-told stories of the prophets. Refer to verses in the Qur'an to read the primary source.
- 2) Discuss how we use respectful language when speaking of prophets and refrain from personifying a prophet. It shows spiritual courtesy to say *Alaihi-salam* (Peace be upon him) whenever we say the name of a prophet, excepting Prophet Muhammad for whom we should say *Sallalla-hu-alaihi-wassalam* (May the Peace and Blessings of Allah be upon him).
- 3) Observe how storybook illustrators show *adab* by focusing on natural phenomena and the context of the story and not including images of the prophets.
- 4) Match the names in the Qur'an with the names used in the Judeo-Christian tradition. The names of 25 prophets are given in the Qur'an.
- 5) Monitor, confirm meaning and critique the stories by comparing narratives and rereading. Analyze the stories to become aware of primary and secondary source material. What do the stories demonstrate?
- 6) Describe the main characters in the stories in terms of who they are, their actions in the story, and their relations with other characters. Summarize the main idea.
Whom did the prophet address? What was his message?
What did the people do? What happened to the people?
- 7) Use the writing process to re-tell the story of one prophet. Narrate the details of the story from a new perspective. Learn to brainstorm ideas, write a draft, edit, re-write, proof-read and make a neat illustrated final copy.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL 3

SUBJECT: English Language Arts

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information

<p align="center">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p>POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> • use self-questioning to identify information needed to supplement personal knowledge on a topic • identify facts and opinions, main ideas and details in oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> • ask topic-appropriate questions to identify information needs <p>Plan to gather information</p> <ul style="list-style-type: none"> • contribute ideas for developing a class plan to access and gather ideas and information <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> • find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment <p>Access information</p> <ul style="list-style-type: none"> • use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information • locate answers to questions and extract appropriate and significant information from oral, print and other media texts • use card or electronic catalogues to locate information <p>Evaluate sources</p> <ul style="list-style-type: none"> • review information to determine its usefulness in answering research questions <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • organize ideas and information using a variety of strategies such as clustering, 	<ol style="list-style-type: none"> 1. What do I already know? What information do I need to have? 2. What is the difference between primary and secondary sources of information? 3. <i>How does the chain of narrators ensure that hadith is authentic and sound?</i> 4. <i>How does research help me recognize the created order and harmony in the cosmos?</i> 5. What is responsible and respectful use of information? How can information be used in irresponsible ways? 6. What shall I do with unnecessary information? 7. What is the difference between information and knowledge? 8. How can a presentation reflect its purpose? 9. How do I know what is fact and what is opinion? How do I know what is authentic? 10. <i>Why is it important to be honest in using information?</i> How can I clearly present facts and opinions?

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>categorizing and sequencing</p> <ul style="list-style-type: none"> • draft ideas and information into short paragraphs, with topic and supporting sentences <p>Record information</p> <ul style="list-style-type: none"> • record facts and ideas using a variety of strategies; list titles and authors of sources • list significant ideas and information from oral, print and other media texts <p>Evaluate information</p> <ul style="list-style-type: none"> • determine if gathered information is sufficient to answer research questions <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> • organize and share ideas and information on topics to engage familiar audiences • use titles, headings and visuals to highlight important points of presentation <p>Review research process</p> <ul style="list-style-type: none"> • assess the research process, using pre-established criteria 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

The Hajj Traveler: Produce a Brochure

Students will research the Hajj pilgrimage to learn about the sequence of events of Hajj, the significance of the different rituals, and how the pilgrim prepares for this journey of a lifetime:

- 1) Collect information about the Hajj pilgrimage using a variety of sources, such as books, multimedia resources, online resources and speaking with elders in the community.
- 2) Examine gathered information to decide what information to share or omit to produce a brochure which will include:
 - a flowchart of Hajj activities
 - map of the Hajj area
 - how to spiritually prepare for Hajj
 - a checklist of what to bring
- 3) Organize related ideas and information, using strategies such as clustering, categorizing, and sequencing events.
- 4) Compile appropriate related text and graphics into an informative and attractive format.
- 5) Share the Hajj brochure in a class display.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 3

SUBJECT: English Language Arts

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> share own oral, print and other media texts with others to identify strengths and ideas for improvement <p>Revise and edit</p> <ul style="list-style-type: none"> combine and rearrange existing information to accommodate new ideas and information edit for complete and incomplete sentences <p>Enhance legibility</p> <ul style="list-style-type: none"> print legibly, and begin to learn proper alignment, shape and slant of cursive writing space words and sentences consistently on a line and page use keyboarding skills to compose, revise and print text understand and use vocabulary associated with keyboarding and word processing <p>Expand knowledge of language</p> <ul style="list-style-type: none"> explain relationships among words and concepts associated with topics of study experiment with words and word meanings to produce a variety of effects <p>Enhance artistry</p> <ul style="list-style-type: none"> choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts <p>4.2 Attend to Convention Attend to grammar and usage</p> <ul style="list-style-type: none"> identify a variety of sentence types, and use in own writing identify correct subject–verb agreement, and use in own writing use adjectives and adverbs to add interest and 	<ol style="list-style-type: none"> What is the purpose of this communication? Who is my audience? <i>How does beginning communication with Bismillah make it more meaningful?</i> Why does intention make something more meaningful? How do I become an intentional reader? an intentional writer? an intentional speaker? an intentional listener? How is written language different than spoken language? <i>How does the Qur'anic term Iqra encompass both spoken and written language?</i> <i>How did prophets communicate with their people?</i> What is literacy? <i>How is the Qur'an described?</i> How do writers express their thoughts and feelings? What makes writing flow? What makes writing easy to follow? How can I check if my language includes thoughtless words? <i>How can I think of my spoken and written words as an amanah?</i> How can visuals support the oral presentation? How can visuals be distracting for the presentation?

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>detail to own writing</p> <ul style="list-style-type: none"> • distinguish between complete and incomplete sentences <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing • identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing • identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters appropriately in titles of books and stories • use exclamation marks, appropriately, as end punctuation in own writing • use apostrophes to form common contractions and to show possession in own writing • identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • present ideas and information on a topic, using a pre-established plan <p>Enhance presentation</p> <ul style="list-style-type: none"> • use print and non-print aids to illustrate ideas and information in oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • rephrase, restate and explain the meaning of oral and visual presentations • identify and set purposes for listening and viewing 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK**Artistry in Communication: The Beauty of Calligraphy**

Students will consider how the written word can enhance the clarity and artistry of communication. Regular handwriting practice in daily classroom activity develops fine motor skills and encourages students to attend to detail with care and precision.

Students will:

- 1) View styles of calligraphy and tell how they are similar and different. Include Arabic calligraphy.
- 2) Read about calligraphers of the Qur'anic text and examine samples of their work, including James Rumford, author, illustrator, and calligrapher, whose picture books feature Arabic calligraphy on every page:
Traveling Man: The Journey of Ibn Battuta, 1325-1354, 2001
Silent Music: A Story of Baghdad, 2008
- 3) Demonstrate an understanding of styles by identifying several kinds of calligraphy.
- 4) Write about their knowledge and experience with calligraphy in an expository paragraph, demonstrating:
 - their knowledge of calligraphy
 - their proficiency in paragraph writing
- 5) Work with a calligraphy pen and practice regularly to improve penmanship.
- 6) Share chosen work for display and inclusion in their portfolio.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: 3

SUBJECT: English Language Arts

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes 5</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>5.1 Respect Others and Strengthen Community Appreciate diversity</p> <ul style="list-style-type: none"> • describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts • retell, paraphrase or explain ideas in oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • use appropriate language to acknowledge and celebrate individual and class accomplishments <p>Use language to show respect</p> <ul style="list-style-type: none"> • demonstrate respect for the ideas, abilities and language use of others <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • contribute ideas and information on topics to develop a common knowledge base in the group • ask others for their ideas, and express interest in their contributions <p>Evaluate group process</p> <ul style="list-style-type: none"> • assess the effectiveness of group process, using pre-established criteria 	<ol style="list-style-type: none"> 1. Are daily life experiences and traditions accurately reflected in the media? 2. Why does culture make a difference in the text? How does it affect the way the content is presented? Is the content culturally determined? 3. How do speakers express their thoughts and feelings? 4. What makes a speaker easy to follow? 5. What is “body language”? Why do we use it? 6. How can I organize my ideas in my head? 7. How can silence speak? 8. Can a person hear but not listen? 9. How can I disagree and still respect others? 10. How can we critique each other and learn from it? 11. How can the group learn together? How are our individual ideas connected in a group? 12. <i>What does the Qur’an say about diversity among human beings? What does it teach us about dealing with differences?</i> 13. <i>What makes the Qur’an a universal text? Why does it speak to people of all cultures?</i> 14. <i>What ahadith teach us about respect and relating to others?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK

Making a Difference: A Drama Presentation to Inspire Good Will

Students will learn about people who have made a positive difference in the world. What can we learn from them? May we also be inspired by the example of others to become helping and compassionate individuals.

Students will:

- 1) Listen to and view stories of individuals who have made a positive contribution to society.
- 2) Read from a collection of selected titles on the theme of “Making a Difference”. The following books are good examples. (See Appendix 6 for bibliographic annotation.) Students can add their recommendations of inspiring stories to the book list.
 - Bregoli, Jane, *The Goat Lady*. 2004.
 - D’Adamo, Francesco, *Iqbal*, 2005.
 - Knowles, Kathy, *Peter’s Wish*. 2008.
 - Knowles, Kathy, *Maria’s Wish*. 2008.
 - Milway, Katie Smith, *One Hen: How One Small Loan Made a Big Difference*. 2008.
 - Morteson, Greg, and Roth, Susan, *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea*. 2009.
 - Stamaty, Mark Alan, *Alia’s Mission: Saving the Books of Iraq: Inspired by a True Story*. 2004.
 - Shea, Pegi Deitz, *The Carpet Boy’s Gift*. 2003.
 - Winter, Jeannette, *The Librarian of Basra: A True Story from Iraq*, 2008.
 - Winter, Jeannette. *Wangari’s Trees of Peace*. 2008.
- 3) In group discussion identify and record how individuals and groups have made a positive difference.
- 4) Collaborate in small groups to choose a story and produce a short play or skit with an emphasis depicting how the individual(s) made a difference.
- 5) Share the drama presentations with a larger group.
- 6) Use the presentation to launch a community service project.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 3 SUBJECT: Math **STRAND:** Number

General Outcome: Develop Number Sense

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ol style="list-style-type: none"> 1. Say the number sequence 0 to 1000 forward and backward by: <ul style="list-style-type: none"> • 5s, 10s or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25. 2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. 3. Compare and order numbers to 1000. 4. Estimate quantities less than 1000, using referents. 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. <ul style="list-style-type: none"> • Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles. 6. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles. 7. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context. 8. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by: <ul style="list-style-type: none"> • using personal strategies for adding and 	<ol style="list-style-type: none"> 1. How much is 1000? What items can we think about in 1000s? 2. How does place value help give meaning to numbers? 3. How do numbers help to order our lives? 4. How did our number system develop? 5. <i>How are Arabic numerals different from other kinds of numerals?</i> 6. <i>Why are some numbers special? What is the significance of the number “7”, when we speak of 7 skies? 7 rounds of tawaf (around the kabah)?</i> 7. What is zero? In what different ways can we describe zero? 8. How do we recognize parts of a whole? 9. What do fractions look like in actuality? 10. What is multiplication? What is division? How can we represent these processes? 11. What does it mean to multiply something by zero? <i>How can we understand this in terms of our actions?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>subtracting with and without the support of manipulatives</p> <ul style="list-style-type: none"> • creating and solving problems in context that involve addition and subtraction of numbers. <p>9. Apply mental mathematics strategies and number properties, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • using the commutative property • using the property of zero • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. <p>10. Demonstrate an understanding of multiplication to 5×5 by:</p> <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modeling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division. 12. <p>Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) by:</p> <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modeling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication. <p>11. Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> • explaining that a fraction represents a part of a whole • describing situations in which fractions are used comparing fractions of the same whole that have like denominators 	

SAMPLE TRANSFER/ PERFORMANCE ASSESSMENT TASK:**Counting *Tasbih*: Beads to 1000**

Learn to use the *tasbih* (prayer beads) to count the number of times a supplication is repeated.

Students will:

- 1) Make the intention to thread 1000 beads.
- 2) String 1000 beads with divider beads between groups of 100.
- 3) Add a neat tassel to finish the string.
- 4) Count the beads in sequence 0 to 1000 forward and backward by 5s, 10s, 25s, and 100s.
- 5) Compare and order numbers to 1000.
- 6) Using e the beads to show mental mathematics strategies and number properties, such as:
 - using doubles – fold the string equally in half to show double 500
 - making 10 – isolate 10 beads and show different groups (1+9, 3+7, 6+4, etc.)
 - equal grouping – skip count by 5's, 10's, and 100's to multiply
 - property of zero – hide the complete string of beads. *How many beads do you have if you do not have a tasbih?*
- 7) Show fractions of the beads as parts of the whole, and compare fractions of the same whole string e.g., fold the string in fourths to show that $250 = \frac{1}{4}$ of 1000.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 3 SUBJECT: Math **STRAND:** Patterns and Relations

General Outcome: Use patterns to describe the world and to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. 2. Demonstrate an understanding of decreasing patterns by: <ul style="list-style-type: none"> • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. 3. Sort objects or numbers, using one or more than one attribute. 	<ol style="list-style-type: none"> 1. How does a pattern help establish order in our lives? 2. How can I recognize an attribute in a pattern? How many attributes can units in a pattern have? 3. How do patterns describe the world? 4. What patterns do we recognize in handcrafted artifacts? 5. <i>How can a pattern serve as a unifying concept? How can a pattern represent tawhid, the fundamental concept that God is One, singularly Unique?</i> 6. <i>What is the pattern of salah?</i>

SAMPLE TRANSFER /PERFORMANCE ASSESSMENT TASK:

Observing and Making Patterns to Symbolize *Tawhid*

The decorative borders and overall patterns of hand-crafted items from Islamic culture, like prayer rugs, inlaid wooden boxes, brassware, and ceramic tiles, have a rich tradition of pattern. Repetition of units and their combinations reflect infinity and symbolize *tawhid* (unicity).

Students will:

- 1) Examine a variety of artefacts and handcrafted items.
- 1) Identify linear repeats, arabesques, star polygons, and tessellations.
- 2) Create repeating designs on graph paper, using two or three shapes in two or three colours. Limit the number of attributes.
- 3) Choose to decorate a box, bowl, or other item with an overall design. Work with precision and sense of *ihsan*. This can be integrated with an art project.
- 4) Reflect on how we can participate in creating beauty.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: 3 **SUBJECT:** Math

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways.

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • Solve one-step addition and subtraction equations involving a symbol to represent an unknown number. 	<ol style="list-style-type: none"> 1. Why does the unknown in a given addition or subtraction equation have only one value? 2. How can equality and inequality be demonstrated and explained? How can I show each concept? 3. <i>How can we understand “equal” and “balance” in the equation of our lives in this world and the next?</i> 4. How do we understand the logic in saying that all opposites are pairs, but all pairs are not opposites? What examples can we identify? 5. How does thinking about numbers as “algebraic objects” differ from basing number sense on geometry?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

One-Step Addition and Subtraction: Use the Mizan

Using the *mizan* (a simple balance scale) and manipulatives, solve one-step addition and subtraction equations to find the unknown number.

Students will:

- 1) Work with the balance scale and cubes to determine the unknown number.
 $12 \text{ cubes} + \square = 15 \text{ cubes}$
- 2) Represent the equation in another way.
 $15 \text{ cubes} - \square = 12 \text{ cubes}$
- 3) Record the results.
- 4) Check the equation by changing the objects.
 For example, instead of using cubes, use counters or marbles.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 3 SUBJECT: Math

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

<p align="center">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years). 2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. 3. Demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> • selecting and justifying referents for the units cm and m • modeling and describing relationship between the units cm and m • estimating length, using referents • measuring and recording length, width and height 4. Demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modeling and describing relationship between the units g and kg • estimating mass, using referents • measuring and recording mass. [C, CN, ME, PS, R, V] 5. Demonstrate understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> • estimating perimeter, using referents for cm or m • measuring and recording perimeter • constructing different shapes for a given perimeter (cm, m) to demonstrate that many • shapes are possible for a perimeter. 	<ol style="list-style-type: none"> 1. What is time? Why is it important? 2. <i>How long is forever?</i> 3. <i>How do we value something over time?</i> 4. How can we measure what we are doing with our time? 5. How do I measure? 6. <i>Can everything be measured? What is immeasurable? Is something of less value because we cannot measure it?</i> 7. <i>How can we measure the unseen? What in the unseen world can be measured?</i> 8. How can I explain the Metric system? 9. What are some of the different tools used for linear and mass measurement? How are they used? 10. <i>What units can be used for measurement of values?</i> 11. <i>How could we think about units of shukr (thankfulness)? How thankful are we?</i> 12. What is the significance of having precision in measurement? 13. <i>How does difference in the amount impact something? How does change in quality affect the quantity? How does change in quantity affect the quality?</i> 14. <i>What can make space or time sanctified?</i> 15. <i>How can we demonstrate respect for time and space?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Using the Signs in the Sky to Measure our Time**

The rising and setting of the sun and the moon mark our time. We can develop an understanding and appreciation of the cosmic rhythm of the signs and symbols in the sky. The lunar year is shorter than the solar year, and so the months of the Islamic calendar move backwards through the seasons of spring, winter, fall and summer. Every 32.5 years the Islamic calendar has passed through all the seasons.

Students will:

- 1) Memorize Surah *Ya-sin* 36: 37-49 and understand its meaning. (...and they have a sign in the night: we withdraw from it the light of day and lo! They are in darkness. And the sun: it runs in an orbit of its own... neither may the sun overtake the moon, nor can the night usurp the time of day, since all of them float through space in accordance with Our laws.)
- 2) Observe how the sun measures the day. Record the times of sunrise and sunset over a number of days. Compare the times. How do these times change with the seasons?
- 3) Discuss how many days are in the solar year (365.24 days). List the months and number of days per month.
- 4) Track how the sun determines the time of *salah*. Chart the times of the five prayers:
 - a. *Fair* Prayer just before sunrise
 - b. *Dhuhr* Prayer just after the sun reaches the noon zenith
 - c. *Asr* Prayer afternoon, when shadow lengths double the object height
 - d. *Maghreb* Prayer just after sunset
 - e. *Isha* Prayer during the night
- 5) Observe the position of the moon at the same time every night over a period of days. Keep a record.
- 6) Record the changing phases of the moon for a lunar month. Begin with sighting of the new moon and follow the complete moon cycle.
- 7) Discuss how many days are in the lunar year (354 days). List the months of the Islamic calendar and explain why Ramadan comes during all the seasons of the year.
- 8) Recognize the ecliptic, the path which the moon and planets follow across the sky.
- 9) Discuss and reflect on how the paths of the sun and moon mark our time.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 3 **SUBJECT:** Math

STRAND: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

<p align="center">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices. [C, CN, PS, R, V]</p> <p>7. Sort regular and irregular polygons, including:</p> <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons <p>according to the number of sides. [C, CN, R, V]</p>	<p>16) What is the difference between things that are 2-D and 3-D? What does it mean to add another dimension?</p> <p>17) What other dimensions could there be?</p> <p><i>18) Where do we see examples of regular and irregular polygons in nature, in architecture, and in objects with Islamic ethos?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Make 2-D and 3-D Math Models

Students will:

- 1) Make a sorting game for kindergarten students by designing and decorating a bucket full of triangles, quadrilaterals, pentagons, hexagons and octagons.
- 2) Examine 3-D objects and complete a chart to record the number of faces, edges and vertices for each object. Then draw a net of a 3-D object.
- 3) Use the patterns for polyhedrons in *Mental Math Workout* by Michael Lobosco, 1998 on pages 53-55. These easy patterns for solid geometric shapes require little or no pasting. Polyhedrons (meaning many seats) are solid geometric figures that look the same on whatever “seat” or side they are resting. Each of these can be used as dice.
- 4) Count the number of faces, vertices, and edges for each polyhedron.

	Faces	Vertices	Edges
Cube			
Tetrahedron			
Octahedron			
Dodecahedron			

From your results, try to discover Leonhard Euler’s formula:

Number of faces + number of vertices – 2 = number of edges for each polyhedron

- 5) Make a mobile of 3-D math models. Attach the models with thread to a cardboard circle.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL 3 **SUBJECT:** Math

STRAND: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems.

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ol style="list-style-type: none"> 1. Collect first -hand data and organize it using <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions. 2. Construct, label and interpret bar graphs to solve problems. 	<ol style="list-style-type: none"> 3. What really is data? 4. What are graphs? How are they used, and what do they represent? 5. What is a bar graph? How are bar graphs used, and what do they represent? 6. Why is data important? What can data tell us? 7. <i>What data can we collect in the natural world that can teach us about creation and the Creator?</i> 8. Why would you want to collect this information? What is the use of this information? 9. What are various ways to show data? What is the purpose of showing it? 10. How can this data be used? How can it be misused? 11. What is a prediction? 12. What is a conclusion? 13. What experiential data do we collect in our lives? 14. How does this cumulative data inform us of who we are? 15. <i>How does personal data inform us of our station in life and help us move along on our spiritual journey?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Using Data to Demonstrate Who We Are: A Profile of Students in Sakinah Circle

Students will collect and display data to show a class profile of Sakinah Circle students.

- 1) Students will brainstorm questions and help identify questions for a data survey. Questions can be about student background, culture and lifestyle.
For example: What languages do we speak?
How many of us speak Arabic? What are our ethnic roots?
- 2) Collect the data. Explore other graphs and charts and decide how to present the data.
- 3) Use the data to make labelled line plots, pictographs, bar graphs and other charts.
- 4) Discuss what the data reveals. How does Sakinah Circle compare to the global *ummah*?

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 3

SUBJECT: Social Studies

UNIT: 3.1 Communities in the World

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

<p align="center">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>3.1.1 appreciate similarities and differences among people and communities:</p> <ul style="list-style-type: none"> • demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own <p>Knowledge and Understanding <i>Students will:</i></p> <p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What determines quality of life? • How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? • How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? • What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? • How is identity reflected in traditions, celebrations, stories and customs in 	<ol style="list-style-type: none"> 1. What is quality of life? 2. <i>What determines quality of life?</i> 3. <i>How does quality compare to quantity of life?</i> 4. What are common children’s names in Tunisia, Peru, India, and the Ukraine? How are the names different from our names? Do the names have unique meanings? How are the names linked to their religious beliefs or history? 5. How are the children’s lives/daily routines in Tunisia, Peru, India, and the Ukraine different from mine? 6. What are the beliefs that connect the families in these countries into a community? How are the beliefs different or the same? 7. <i>How do Muslims live in each of these countries? What are the roles in a Muslim family that each person assumes and is responsible for? How are the roles different or the same as the family roles in Tunisia, Peru, the Ukraine, and India? How does the extended family function?</i> 8. <i>What religious groups are prevalent in these countries? How do we recognize the “Ummah” or community of believers?</i> 9. How are their traditions, customs, beliefs and rituals different from mine? What do we have in

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>the</p> <ul style="list-style-type: none"> • communities? • How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? • How are decisions made in the communities? Who is responsible for making the decisions? • How do the individuals and groups in the communities maintain peace? • How do the individuals and groups in the communities cooperate and share with other group members? • How is cultural diversity expressed within each community? <p>3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • Where, on a globe and/or map, are the communities in relation to Canada? • In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? • In what ways do the communities show concern for their natural environment? • How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? <p>3.1.1 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? • What goods and services do the 	<p>common?</p> <p>10. What social/economic/public services are available in each of these countries?</p> <p>11. <i>How is zakat used to support society? What is a waqf and how does a waqf address the needs in society?</i></p> <p>12. Where are your family roots and how has the immigrant experience impacted your family?</p> <p>13. <i>How has communication and technology impacted the Hajj pilgrimage over time in Tunisia, Ukraine and Peru?</i></p>

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
communities import from and export to other parts of the world? <ul style="list-style-type: none"> • What are the main forms of technologies, transportation and communication in the communities? 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Being a Muslim Community Member in India (or Tunisia or Ukraine or Peru)

We live in a global village where everything we do has an impact on others.

What are our global connections? Students will “taste” life in another country through a variety of learning experiences. Use resources from the *GlobalTrek* kit (www.globaltrek.ca)

Students will:

- 1) Watch a documentary of India, Tunisia, Ukraine or Peru to learn about its land and its people. Learn about lifestyles, food, clothing, traditions, and customs.
- 2) Locate the country on a world map and research facts about the country. Make a graph of the country facts. Relate and compare this information to Canada.
- 3) Contact a school in a community in that country via email and establish communication with a classroom. Write letters to each other to share information and friendship.
- 4) Learn about the daily life of a Muslim child in a chosen community in Tunisia, India, Ukraine or Peru. Compare housing, school, food and water facilities, children’s play and chores.
- 5) Explore food ways. Plan and prepare a typical meal, considering food groups, nutrition, and food preparations.
- 6) Participate in a Rich Man/Poor Man Meal. This could be a family or community event. Use this event as an opportunity to celebrate learning.
- 7) Learn about sanitation and how communities can access clean water.
- 8) See traditional art and handcrafted items from those communities. Learn about artisans in the community and learn how they produce their craft.
- 9) Compile a project booklet with country facts, community information, and personal reflections about quality of life. Include thoughts of the quality of life in physical, intellectual, social and spiritual aspects.
- 10) Reflect on how we live in a global village and how our learning has changed our thoughts and actions.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: 3

SUBJECT: Social Studies

UNIT: 3.2 Global Citizenship

General Outcome

Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>3.2.1 appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> • recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them • respect the equality of all human beings <p>Knowledge and Understanding <i>Students will:</i></p> <p>3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? • What are some environmental concerns that Canada and communities around the world share? • In what ways can individuals and groups contribute to positive change in the world? • How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? 	<ol style="list-style-type: none"> 1. <i>Who am I as a person? What are my human attributes (arzaq), and how can I use them to contribute to the good of society?</i> 3. How do my actions affect people elsewhere in the world? What can I do to help people who live in other communities? 4. <i>What does the Qur’an teach me about respect for others? How can I demonstrate my respect for others?</i> 5. Can I participate in and practice my religion in Canada without fear of repercussion? Can those who live in Peru, India, the Ukraine, and Tunisia practice their religion without fear of repercussion? 6. How can I help communities around the world protect their environments? 7. <i>How can Canadian Muslims participate in the support of those in need around the world?</i> 8. <i>How do Canadian Muslim organizations work in relief and development in different parts of the world?</i> 9. <i>How does Red Crescent International work in relation to Red Cross International?</i> 10. How do these Canadian organizations assist those in need?

PROGRAM OF STUDIES Grade 3 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? • What are examples of international organizations formed by nations (e.g., UN)? 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:S:

Global Citizenship: We Live in a Global Village

Everyone in the world shares it. We each have roles and responsibilities as citizens of communities in different parts of the world and together we can make positive contributions.

Students will:

- 1) Reflect on how our planet is a global village. Read David Smith's book *If the World Were a Village* (2002) and view the accompanying video. Distinguish between needs and wants.
- 2) Compare and contrast communities in different parts of the world. Explore various communities in the global *ummah* and see their differences and similarities.
- 3) Describe actions of Canadians and agencies which are positively affecting people locally and globally. Make a "Ripple Effect" bulletin board display with a world map and show connections around the world.
- 4) Research how other children have made a difference in the world.
- 5) Tell about Canadian Muslim organizations that work in relief and development, eg. LIFE.
- 6) Learn what is being done locally.
 - Shop in a thrift store.
 - Help in a soup kitchen.
 - Visit a recycling facility.
 - Donate to a food bank.
 - Volunteer with a community service organization like Islamic Family and Social Service Association.
 - Listen to a speaker who has lived in another country and worked with community development.
- 7) Record ideas and reflective thoughts in a personal journal or "Ripple Effect" booklet.
- 8) In group discussion, reflect on the role of the *ummah* in the global village.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 3

SUBJECT: Science

Topic A: Rocks and Minerals

General Learner Expectations

Students will: 3–5 Demonstrate knowledge of materials that comprise Earth’s crust, and demonstrate skill in classifying these materials.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 General Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ol style="list-style-type: none"> 1. Compare samples of various kinds of rock, and identify similarities and differences. 2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include: <ul style="list-style-type: none"> • colour • luster or “shininess”; e.g., shiny, dull, glassy, metallic, earthy • texture; e.g., rough, smooth, uneven • hardness, based on scratch tests with available materials • presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid • crystal shape for minerals, or overall pattern of rocks. 3. Describe and classify a group of rocks and minerals, based upon the above properties. 4. Recognize that rocks are composed of a variety of materials; and given a coarse-grained rock and magnifier, describe some of the component materials. 5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples. 6. Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by 	<ol style="list-style-type: none"> 1. Why are there different kinds of rocks? How were they formed? Why are they classified in different groups? 2. How can we identify rocks by their attributes such as colour? (<i>Remember the Qur’anic reference to the hues of the mountains.</i>) 3. Why are the characteristics of rocks and soil significant as to their uses? Why is it important to know the similarities and differences of various types of rocks? 4. Some soil washes away and is not lasting; other soil is fertile; what characteristics help us make soil classifications? 5. Why are there different types of soil? How is soil a defining factor in the environment? 6. How were rocks and minerals used in ancient times? How are rocks and minerals used today? 7. Why is soil important? 8. How can I identify rocks? How can I classify them? 9. What are the processes that break down rock? How do these processes act on rocks? 10. <i>How does water wear away rocks and how can we compare this to the softening of the human heart? (Reference to how some human hearts are harder than rocks.)</i> 11. <i>How is soil the foundation of life?</i> 12. <i>How is it used as a metaphor in the Qur’an?</i> 13. <i>How does the Qur’an describe the substances of which beings are created? Seen and unseen beings?</i>

PROGRAM OF STUDIES Grade 3 General Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
shaking a group of small, soft rocks in a jar of water; by striking rocks together. Note: Safety goggles should be used. 7. Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community	14. <i>How do the crystal shapes of minerals reflect symmetry and design in the cosmos?</i> 15. <i>What stories tell us of the test of fire as a purifying process, and how do they relate to formation of igneous and metamorphic rock?</i> 16. What is the difference between a stone and a gem? Between cut and uncut stones? What gives a stone value?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Discover Rocks and Minerals: Make an Interactive Learning Centre

Reflect on the dynamic nature of the earth's crust and the Qur'anic metaphor of the dead earth coming to life (Surah *Ya-sin* 36: 33).

Students will design an interactive display to demonstrate knowledge of materials that comprise the earth's crust:

- 1) Design a poster. Each poster can focus on a different aspect of earth science.
- 2) Plan, organize and facilitate a learning centre with a hands-on activity to show different characteristics and properties of rock and soil. Include some of the following possible activities.
 - Use a rock tumbler to reveal the inner beauty of a variety of smooth pebbles.
 - Shake several jars with water and different soil samples to show sediment layers.
 - Strike rocks together to see how they break down.
 - Examine a rock collection that shows colour, lustre, textures and patterns.
 - Test rock samples for presence of carbonates with a mild acid.
 - Draw the geometric shapes of several mineral crystals.
- 3) Invite younger students to visit the learning centres. Students will be prepared to share what they have learned with a question and answer format.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 3

SUBJECT: Science

Topic B: Building with a Variety of Materials

General Learner Expectations

Students will:

3–6 Use, safely, a variety of tools, techniques and materials in construction activities.

3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 General Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Using a variety of materials and techniques, design, construct and test structures that are intended to: <ul style="list-style-type: none"> • support objects • span gaps • serve as containers • serve as models of particular living things, objects or buildings. 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals. 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively. 4. Understand and use a variety of methods to join or fasten materials. 5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design. 6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example. 7. Recognize the importance of good workmanship, and demonstrate growth 	<ol style="list-style-type: none"> 1. What is good workmanship and why is it important? 2. How does quality control remind us of the need for excellence in all the things we do? 3. What is the building process? Why is a plan important? 4. <i>How can we think about God as the Greatest of Planners? Which of the 99 Names of Allah refer to attributes of planning, creating and design?</i> 5. What environmental factors have to be considered when building a structure for a specific purpose? 6. How do these factors affect the structure and design? 7. <i>How does the need dictate the deed?</i> 8. What is the role of our intentions when we plan to build something? 9. Does form follow function? In what ways can structures affect the environment, or society? 10. How is it possible that simple designs can be more effective than complex designs and that “less is more” in many aspects? 11. How does the improvement of existing structures make sense? 12. What is appropriate technology? 13. <i>What Qur’anic references are made to those who built impressive structures in the mountains and those who vied in erecting tall buildings? What happened to those civilizations?</i>

PROGRAM OF STUDIES Grade 3 General Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
toward good workmanship. 8. Maintain and store materials and tools safely and properly. 9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project	14. <i>How does the Qur'an describe the building of the first house of Allah?</i> 15. <i>How do we remember that we can not completely rely on human abilities for stability in structure?</i> 16. <i>How is the Ka'bah constructed? What is its orientation? What is its purpose?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Design a Model Mosque

Students will work in teams to design and build a model of a mosque. At the beginning of the project, the group should decide on criteria which will become the rubric for assessment.

Consider the following criteria:

- use locally available construction materials
- identify the function of each area in the structure
- make the model as environmentally friendly as possible
- begin with conscious intention
- work with precision
- demonstrate *ihsan* in good workmanship.

Students will:

- 1) Listen to the reading of David Macauley's book *Mosque*, 2003.
- 2) Explore picture books of Islamic architecture.
- 3) Brainstorm ideas.
- 4) Decide on a design.
- 5) Develop the design.
- 6) Plan the building process.
- 7) Lay the foundation.
- 8) Build the structure, demonstrating conscious intention, precision and good workmanship.
- 9) Beautify the structure as appropriate.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 3 **SUBJECT:** Science **Topic C:** Testing Materials and Designs

General Learner Expectations

Students will: 3–8 Evaluate the suitability of different materials and designs for their use in a building task.

PROGRAM OF STUDIES Grade 3 General Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use. 2. Compare and evaluate the strength and stability of different models or objects constructed. 3. Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials. 4. Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood. 5. Apply procedures to test different designs. 6. Apply procedures to test the strength of different methods of joining. 7. Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles. 	<ol style="list-style-type: none"> 1. What is a fair test? 2. How are materials chosen for use in building? What factors affect the choice? 3. Where do construction materials originate? How much energy is consumed in their production? 4. Where will construction materials eventually end up? How do they affect the environment? 5. <i>What is a Muslim's responsibility as khalifah in use and design of construction materials?</i> 6. How are appropriate designs chosen for a specific project? What factors affect the choice? 7. How are designs tested? How are building materials tested? 8. How can the strength and stability of building materials and structural designs be tested and evaluated? 9. How can a structure be made stronger in its integral design? How can existing structures be reinforced? 10. <i>How does du'a strengthen us and our world?</i> 11. <i>What is the significance of remembering to include inshaAllah in our plans and sense of stability?</i> 12. <i>How is fire a test? How does the Qur'an refer to fire as a test?</i> 13. <i>What features of Islamic architecture play a significant role in the strength and stability of the structure? How are these features incorporated in the building's purposeful design, acoustics, use of light and shadow, and overall aesthetics?</i> 14. How does the use of light in a structure give positive or negative energy? 15. <i>What is Nur and how does it reflect spiritual strength?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK::**Explore Islamic Architecture: Test a Variety of Arches**

Research Islamic architecture and focus on the design of arches and ceiling vaults. Compare the strength and stability of the different forms. Include models of several arches.

Students will:

- 1) Explore a variety of building structures in mosques and other Islamic architecture. Make sketches. Build samples. Test design and construction techniques.
 - keystone arch
 - horseshoe arch
 - intersecting arches
 - pointed arch
 - multi-foil arch
 - ogee arch
 - rib ceiling vaults
 - muqarnas
- 2) Research when and where different arches were used. Discover the variety and fantastic aesthetics in places such as the Great Mosque of Cordoba. (Find virtual tours online and in DVD format.)
- 3) Recognize how the use of light within the architectural structures reflects the harmony of the cosmos.
- 4) Write a report on one aspect of your research.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 3

SUBJECT: Science

Topic D: Hearing and Sound

General Learner Expectations

Students will: 3–9 Describe the nature of sound and demonstrate methods for producing and controlling sound.

<p align="center">PROGRAM OF STUDIES Grade 3 General Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Identify examples of vibration. 2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound. 3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear. 4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound. 5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings. 6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced. 7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions. 8. Describe how the human ear senses vibrations. 9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats. 10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, 	<ol style="list-style-type: none"> 1. How does the ear physically function? What mechanical changes take place? 2. How do we communicate? 3. How does listening to a language precede the ability to speak the language? 4. How do we learn about the world around us? How have we been given the gift to comprehend sound? 5. <i>How does the science of tajwid help us to recognize vibration, pitch, volume, and quality of the sound our voice produces? How do we learn to control the voice?</i> 6. How can sound be amplified? 7. How can we protect our hearing? 8. Why are some sounds considered pleasant or unpleasant? <i>What Qur'anic examples do we have of pleasant and unpleasant sounds?</i> 9. Why is sound proofing important? 10. What is the role of silence in being able to listen? 11. <i>What does it mean in the Qur'an when it says, "They have ears but they hear not, they have eyes but they see not..."?</i> 12. Do animals and people hear in the same way? Are there differences? 13. <i>How does the Qur'an describe the power of certain prophets to communicate with created beings of the seen and unseen world?</i> 14. <i>How is it possible to have private sound space?</i> How can we compare the technology of personal access to different channels in TV? 15. <i>How can sound be compared to the precise acoustics in a mosque which focused sound</i>

PROGRAM OF STUDIES Grade 3 General Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS
and identify these characteristics. 11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging. 12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices. 13. Explain the role that sound plays in communication.	<i>in an exact place or allowed the recitation done by the human voice to be transmitted to the far reaches of a vast complex structure?</i> 16. <i>How does the sound of the call to prayer and recitation of the Noble Qur'an stir the human heart?</i> 17. <i>How does sound reflect the harmony of the cosmos?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Introduction to Correct *Tajwid*

Correct *tajwid* is a long-term task which is lifelong and begins in childhood.

Students will practice listening to and emulating sounds:

- 1) Listen to different reciters of the Qur'an.
- 2) Identify different styles of Qur'anic recitation.
- 3) Identify the difference between proper articulation and ornamented vocalization.
- 4) Practice making the sounds, by being aware of the *makharij* (the physical places where vocal sound originates) and recognize how slight shifts of tongue, jaw, and lips produce different sounds.
- 5) Learn the rules of *tajwid* as organized by the *makharij* (throat, tongue, etc.) and by specific letter (*nun, mim, ra*).
- 6) Describe how the sound is produced in a poster or picture format and present your information to the class.

Students will recognize that correct *tajwid* perfects the recitation that reflects the message of the text being recited. Correct *tajwid* is necessarily harmonious.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: 3

SUBJECT: Science

Topic E: Animal Life Cycles

General Learner Expectations

Students will:

3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.

3–11 Identify requirements for animal care.

<p align="center">PROGRAM OF STUDIES Grade 3 General Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care. Demonstrate awareness that animals 	<ol style="list-style-type: none"> What are the characteristics of an animal? How do these characteristics help the animal to survive? What are the basic needs of all animals? What do animals need to grow? Why do some animal parents care for their offspring and others do not? How do animals change as they grow? Why can we predict the next stages in the growth of an animal? <i>What distinguishes human beings from the rest of creation? What are the realms of difference, in physical, spiritual, and intellectual aspects?</i> Why do some animals live in specific habitats? Why don't all animals live everywhere? How have people influenced changes in the environment? How have these changes affected animal life? How has human life impacted the environment? How connected are we to the natural world? <i>What is our real place between the sky and the earth? What is our role?</i> <i>How is our journey in this life similar or different to that of an animal's life cycle?</i> <i>How can we understand rububiyah? How does learning about the creation and sustenance of animal life teach us about our own lives?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 3 General Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>require different habitats in order to meet their basic needs of food, water, shelter and space.</p> <p>7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments.</p> <p>8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.</p> <p>9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.</p> <p>10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Animal Lives and their Environments

Students experience the changes in growth and development of creatures in their care. Regular contact with living things and opportunities to observe animals is essential to bring authenticity to this learning. Possible classroom creature observation includes watching frog eggs develop into tadpoles, incubating chicken eggs, and watching caterpillars turn to chrysalis and then seeing the butterflies emerge.

Students will:

- 1) List animals. Group them as mammals, birds, fish, reptiles, amphibians, and insects.
 - 2) Identify the environment where these animals live.
 - 3) Each student will choose one animal and learn about it
 - 4) Create a power point presentation to show the animal's stages of growth and development. Have one slide for each stage of the life cycle and additional slides to include information about animal needs, their habitat and their place in the food chain.
- OR
- 5) Construct a diorama to show the same information about your animal.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an amanah.

GRADE LEVEL: Grade 4

SUBJECT: English Language Arts

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p><i>1.1 Discover and Explore</i> Express ideas and develop understanding</p> <ul style="list-style-type: none"> compare new ideas, information and experiences to prior knowledge and experiences ask questions, paraphrase and discuss to explore ideas and understand new concepts share personal responses to explore and develop understanding of oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts <p>Express preferences</p> <ul style="list-style-type: none"> select preferred forms from a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> identify areas of personal accomplishment and areas for enhancement in language learning and use <p><i>1.2 Clarify and Extend</i> Consider the ideas of others</p> <ul style="list-style-type: none"> identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts <p>Combine ideas</p> <ul style="list-style-type: none"> use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences <p>Extend understanding</p> <ul style="list-style-type: none"> explore ways to find additional ideas and information to extend understanding 	<ol style="list-style-type: none"> Can I share my personal thoughts and make connections to what I read, see, and hear? Can I use speaking, taking notes, and personal writing to reflect on my ideas and experiences? What prior knowledge do we have about a topic? <i>What variant perspectives do we receive by exploring opinions and responses from others?</i> Is everything in print true? <i>Is there “one” Muslim perspective on an issue?</i> <i>What is the difference between the meaning of “Muslim” and “Islamic”?</i> <i>What do community elders have to say about a topic?</i> <i>What is the meaning of al-Basit? (He who expands.) How does this relate to learning and exploring new ideas?</i> <i>What does the Qur’an actually say? Why is it important to go to the primary source? Why is it important to learn the meaning in Arabic?</i> <i>How do different translations of the Qur’an change the meaning of an ayah?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Establishing *Salah*: Prayer has the power to make us better human beings.**

Muslims pray five times a day; these times are a constant reminder for us to be conscious of Allah. Ritual without meaning is form without substance, and we know that every time of *salah* is an opportunity to sharpen awareness and *taqwa* and to build inner strength.

Students will:

- 1) In guided group discussion, express their ideas about prayer.
 Why do we pray? What is the point?
 How do we make connection with God?
 What does it mean to “establish” *salah* in our lives?
- 2) Identify other perspectives by exploring a variety of responses and opinions among themselves.
- 3) Read about *salah* in the Qur’an. Use a subject index to find the many verses about prayer. Understand a verse’s meaning. Then articulate a question about *salah* and answer it.
al-‘Alaq 96:19 What do we do in prayer? – We prostrate and draw close to Him.
al-Ankabut 29:45 Why should we be constant in prayer? – Prayer keeps us from bad deeds and reminds us of Allah.
- 4) Listen to the story of *The Night Journey* by A. Ganeri (2007) when the Prophet received the *salah* as we know it.
- 5) List the requirements for *salah*.
 - Clean body
 - Clean clothes
 - Clean place
 - Covered body
 - Correct time – make a chart to show how the sun determines the schedule
 - Correct direction
 - Intention
 - *Wudu*
- 6) Learn to recite the *adhan* (call to prayer) and understand the meaning.
- 7) Make a personal chart to track daily *salah*. Use the record keeping chart on page 9 in *Living Ramadan for Children who Think* (2004) as a template.
- 8) Reflect on the power of prayer.
 Do I become more conscious of God in my daily life because of *salah*?
 How does *salah* affect my way of thinking and my lifestyle?
- 9) Write a reflective journal entry on the topic of *salah*.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an amanah.

GRADE LEVEL: Grade 4

SUBJECT: English Language Arts

General Outcome 2:

Students will: listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information • explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate • comprehend new ideas and information by responding personally and discussing ideas with others • extend sight vocabulary to include words frequently used in other subject areas • monitor understanding by confirming or revising inferences and predictions based on information in text <p>Use textual cues</p> <ul style="list-style-type: none"> • use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information • distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • identify and know the meaning of some frequently used prefixes and suffixes • apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context 	<ol style="list-style-type: none"> 1. How can I use ideas from personal experiences, interests, and discussions to understand new ideas? 2. Do we read a variety of texts from different cultures? How can we access many kinds of texts? Can we find texts in the library and other places which come from all cultures represented in our student community? 3. How do we approach the reading of texts from different genres? 4. How do we connect the thoughts and actions of characters in the things we read, hear and see to personal and classroom experiences? 5. How does the use of a prefix or suffix change the meaning of a word? What examples illustrate this? 6. <i>What different genres help us to learn about Qur'an and Islamic tradition?</i> 7. <i>How can we internalize the messages which the prophets brought to different communities?</i> 8. Why is it important to identify the main events in what we read, hear, and see? 9. How do we identify causes? How do we explain how the cause affects events in what we read, see and hear?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> • use alphabetical order by first and second letter to locate information in reference materials • use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs • identify and discuss favourite authors, topics and kinds of oral, print and other media texts • discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker • retell events of stories in another form or medium • make general evaluative statements about oral, print and other media texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences • identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events • compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts • develop own opinions based on ideas encountered in oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • explain how onomatopoeia and alliteration are used to create mental images 	<ol style="list-style-type: none"> 10. <i>What informs my opinion from an Islamic understanding?</i> 11. <i>How does the Qur'an point to the signs in the cosmos, the signs in our own beings, and the signs in collective human history to convey its message?</i> 12. <i>How does the Qur'an use metaphor to help us understand its meaning?</i> 13. How do the text and illustrations work together to tell a story? What examples can we find where text and visuals do not work together to enhance the effect?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • explain how language and visuals work together to communicate meaning and enhance effect <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • describe and compare the main characteristics of a variety of oral, print and other media texts • identify various ways that information can be recorded and presented visually <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • identify and explain connections among events, setting and main characters in oral, print and other media texts • identify the speaker or narrator of oral, print or other media texts • identify how specific techniques are used to affect viewer perceptions in media texts <p>Experiment with language</p> <ul style="list-style-type: none"> • recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • select and use visuals that enhance meaning of oral, print and other media texts <p>Structure texts</p> <ul style="list-style-type: none"> • produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot • produce narratives that describe experiences and reflect personal responses 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Develop a Readers Theatre: Parables from the Qur'an**

The Noble Qur'an uses images and symbols of common things we see and know, like animals and plants, to explain its message. A parable is, in the literal sense, a "placing side by side" of one subject with another, an illustration of one subject by another which demonstrates an important truth. A parable does not necessarily imply a narrative; the juxtaposition of two things is sufficient to reveal the comparison. *Certainly we have drawn for mankind in this Qur'an every kind of parable so that they may reflect... (al-Zumar 39:27).*

Students will use parables from the Qur'an as the source content for a readers theatre.

- 1) In guided group discussion, define and explore the use of metaphor and simile. How do Qur'anic parables use pictures of things we know as symbols to help us learn about things that are not so easy to understand?
 - When lightning flashes, we can move around and think we know where we are going, but when it's dark, we have to stand still. (2:19, 20)
 - People light a fire and think they are in control, but when the fire goes out, they can't see. They aren't fooling anyone but themselves. (2:17, 18)
 - Some people may be powerful in the world, but if a fly were to snatch away anything from them, they could not even get it back. (22: 73)
- 2) Listen to these readings in *Concentric Circles* by Elma Harder:
 - “The Garden of the Rich Man” (*al-Kahf* 18:32-43) on pp.210, 211
 - “Many Masters” (*al-Zumar* 39: 29) on p. 186
 - “The Seed” (*al-Fath* 48: 29) on p. 212
- 3) Reflect on how parables help us to learn about things in life and death and give us an understanding about how we should live. Learn the meaning of *al-‘Ankabut* 29: 43 - *None can grasp the innermost meaning of the parables save those of us who are aware.*
- 4) Read the verses below from the Qur'an, and in English. Rewrite the parable into a format suitable for oral presentation.
 - *What is the main theme?*
 - *How is the meaning conveyed in speech?*
 - *How is the meaning conveyed in print?*
 - *What is the difference in presentation for speech or print?*
 - *What are necessary elements to make an effective oral presentation?*

- The shouting goatherd 2: 171
 - The kernel of corn 2: 261
 - The hard rock 2: 264
 - The fertile garden 2: 265, 266
 - The rope 3:103
 - The dog whose tongue hangs out 7:176
 - The sandy cliff 9: 109, 110
 - The good strong trees 14: 24, 25
 - The slave and the free man 16: 75
 - The dumb man and the smart one 16: 76
 - The woman untwisting her yarn 16: 92
 - Carried away by the birds 22: 31
 - A mirage 24: 39
 - The spider 29: 41
 - Partners 30: 28
 - The sailing ship 31: 46
 - The winds 31: 48
 - A growing seed 48: 29
 - The mountain 59: 21
- 5) Share the presentations. Use effective oral and visual communication. Add interest to presentations by using props, visuals, artefacts and sound effects.

Resource: *A Vocal Invitation to Readers Theatre* by Shirley Konrad, 2001.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade 4

SUBJECT: English Language Arts

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> • use organizational patterns of expository texts to understand ideas and information • focus topics appropriately for particular audiences <p>Determine information needs</p> <ul style="list-style-type: none"> • ask relevant questions, and respond to questions related to particular topics <p>Plan to gather information</p> <ul style="list-style-type: none"> • develop and follow a class plan for accessing and gathering ideas and information <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> • locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips <p>Access information</p> <ul style="list-style-type: none"> • use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information • identify information sources that inform, persuade or entertain, and use such sources appropriately <p>Evaluate sources</p> <ul style="list-style-type: none"> • recall important points, and make and revise predictions regarding upcoming information <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering 	<ol style="list-style-type: none"> 1. What do we use to help us understand new ideas? 2. How can I use everything on a page to help me understand new ideas? 3. How can we develop strategies to ask meaningful questions and clearly answer questions about a topic? 4. Where do we find the information to answer research questions using a variety of sources? 5. What are primary sources? 6. <i>How are the Qur'an and Hadith primary sources for our learning?</i> 7. <i>What other resources in the Muslim community can be sourced to find information?</i> 8. Why would primary sources be considered authentic? 9. What strategies can be used to organize ideas and information? 10. <i>What key words and concepts in the Qur'an do I understand?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>questions</p> <ul style="list-style-type: none"> • record ideas and information that are on topic • organize oral, print and other media texts into sections that relate to and develop the topic <p>Record information</p> <ul style="list-style-type: none"> • make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically • paraphrase information from oral, print and other media sources <p>Evaluate information</p> <ul style="list-style-type: none"> • examine gathered information to identify if more information is required; review new understanding <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters • select visuals, print and/or other media to add interest and to engage the audience <p>Review research process</p> <ul style="list-style-type: none"> • identify strengths and areas for improvement in research process 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Research Hajj: Design a Board Game “Pilgrims’ Passage”**

Hundreds of thousands of Muslims from all over the world make the pilgrimage every year. It is a duty for every Muslim to perform Hajj at least once in his or her lifetime, which happens annually during the month of Dhu’l-Hijjah. Muslims also visit Makkah to perform a shorter pilgrimage called *umrah* at other times of the year. Pilgrimage to the Ka’bah has been performed continuously for the last 4000 years.

Students will:

- 1) In guided group discussion, review the stories of the prophets and the early Muslim community related to the Ka’bah and the pilgrimage
 - the beginning of the waters of Zamzam
 - the building of the Ka’bah
 - the prayer of Prophets Ibrahim and Ismaeel as they built the Ka’bah, *al-Baqarah 2: 127-129*
 - the sacrifice, *al-Saffat 37:100-111*
 - the proclamation of pilgrimage, *al-Hajj 22:25-30*
 - the attempted *umrah* trip of Prophet Muhammad and his companions in 7AH
 - the farewell pilgrimage of Prophet Muhammad
- 2) Research the sequence of events, the places of the rituals, and the topography of the area.
- 3) Work in small groups to collect information.
- 4) Sketch a map of the rites of Hajj. These are rituals to remember:
 - Putting on ihram
 - Going around the Ka’bah in Tawaf
 - Performing Sa’y
 - Arafah and Muzdalifah
 - Mina
 - Stoning the Shaitan
 - Sacrifice
- 5) Identify keywords and important points. Develop a way of organizing the information. Decide what information will be incorporated into the development of a board game.
- 6) Design the board game and play it. Make revisions if necessary to improve the game.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an amanah.

GRADE LEVEL: Grade 4

SUBJECT: English Language Arts

General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> • identify the general impression and main idea communicated by own and peers' oral, print and other media texts • use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts <p>Revise and edit</p> <ul style="list-style-type: none"> • revise to ensure an understandable progression of ideas and information • identify and reduce fragments and run-on sentences • edit for subject–verb agreement <p>Enhance legibility</p> <ul style="list-style-type: none"> • write legibly, using a style that demonstrates awareness of alignment, shape and slant • use special features of software when composing, formatting and revising texts <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study • recognize English words and expressions that come from other cultures or languages <p>Enhance artistry</p> <ul style="list-style-type: none"> • Experiment with combining detail, voice-over, music and dialogue with sequence of events <p>4.2 Attend to Conventions Attend to grammar and usage</p> <ul style="list-style-type: none"> • identify simple and compound sentence structures, and use in own writing 	<ol style="list-style-type: none"> 1. How do classroom criteria help us to assess each other's work? 2. Am I comfortable giving and receiving feedback? Why or why not? 3. How can I revise my writing so that it makes sense? 4. What is the difference between strong and weak words in my writing? Which weak words can I revisit to improve the strength of my writing? 5. How does my spoken language compare to my written language? Do I use the same kind of words? Which is stronger? 6. What difference does the choice of words make in communication? 7. Is there a general trend in the way I write? 8. Do I use a variety of sentence lengths? How does sentence length affect the communication? 9. How can graphic organizers help to visualize the ways to present information? 10. How can hierarchical organizers help to position information that is more or less important? 11. <i>Why is the Qur'an considered an incomparable work?</i> 12. <i>What are the special characteristics of the Qur'anic text?</i> 13. <i>Which English words and expressions come from the Islamic tradition?</i> 14. <i>What are the different ways in which concepts are presented and reinforced in the Qur'anic text?</i>

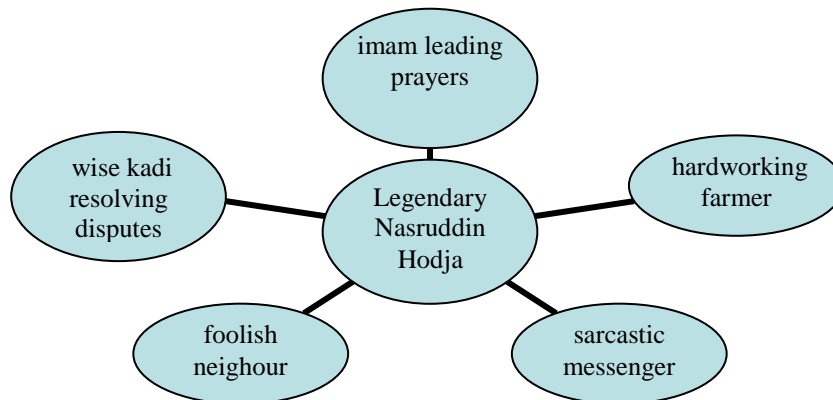
<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • identify correct noun–pronoun agreement, and use in own writing • identify past, present and future action <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory, systematically, to spell multi-syllable words in own writing • identify and apply common spelling generalizations in own writing • apply strategies for identifying and learning to spell problem words in own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capitalization to designate organizations and to indicate the beginning of quotations in own writing • use commas after introductory words in sentences and when citing addresses in own writing • identify quotation marks in passages of dialogue, and use them to assist comprehension <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • present to peers ideas and information on a topic of interest, in a well-organized form <p>Enhance presentation</p> <ul style="list-style-type: none"> • add interest to presentations through the use of props, such as pictures, overheads and artifacts <p>Use effective communication</p> <ul style="list-style-type: none"> • adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • connect own ideas, opinions and experiences to those communicated in oral and visual presentations • give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations 	<p>15. <i>How have stories from the Qur'an and Islamic tradition been presented in various formats?</i></p> <p>16. <i>How have legendary characters from oral tradition been presented in text? For example, what are the stories of Hoja, and how does he appear in different texts and media?</i></p> <p>17. <i>What can we learn from the oral tradition to help us in our own speech and oral presentations?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**The Beauty of the Oral Tradition: Storytelling with Hodja Tales**

The Nasruddin Hodja stories are known throughout the Middle East and beyond. They are told and retold endlessly in the teahouses and caravanserais of Asia and can be heard in homes and on the radio. Most of the Nasruddin stories may be told as jokes or humorous anecdotes and usually they have a little extra which demonstrates consciousness of the potential mystic. A Nasruddin Hodja story may be understood at many levels.

Students will:

- 1) Read/listen to information about Nasruddin Hodja - a legendary 13th century Turkish personage who is believed to have lived in south-central Turkey. He was a hard-working and honest farmer who lived very modestly and was willing to do any job to support his family. Sometimes he is an imam leading prayers and other religious ceremonies, and sometimes a *kadi* (judge) resolving local disputes. He is often poor. He often plays tricks. Tough times make him sarcastic, but he maintains his sense of humor and optimism.
- 2) Watch *A Yurt Full of Tales*, where storyteller Benjamin van Hattum tells a series of Hodja stories to children, set in a yurt in the mountains of New Mexico.
- 3) In guided discussion, using graphic organizers, make a concept web for the character of Hodja,



Note how Hodja's actions can be described as illogical yet logical, rational yet irrational, bizarre yet normal, foolish yet sharp, and simple yet profound.

- 4) Outline the way a Hodja story is told: narration of the story → the joke → the moral
- 5) Make a list of the wry sayings that Hodja says at the end of the stories. For example:
 "The quilt is gone, the fight is over!"
 "And now you have an education!"
 "Cut the branch while sitting on it!"
- 6) Work in small groups to choose a story and prepare it for storytelling.
- 7) Experiment with combining detail, dialogue with sequence of events, background sound effects, and using percussion instruments like a *duff* (skin drum), shakers, cymbals and bells. Dress in character.
- 8) Present and share the Hodja story with the rest of the class.

Resources: *A Vocal Invitation to Readers Theatre* by Shirley Konrad, 2001.
A Yurt Full of Tales by Benjamin Van Hattum, 2002. (DVD)
The Funniest Tales of Mullah Nasruddin by Clifford Sawhney, 2004.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade 4 **SUBJECT:** English Language Arts

General Outcome 5:

Students will: respect, support and collaborate with others

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>5.1 Respect Others and Strengthen Community Appreciate diversity</p> <ul style="list-style-type: none"> describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts appreciate that responses to some oral, print or other media texts may be different <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom <p>Use language to show respect</p> <ul style="list-style-type: none"> identify and discuss differences in language use in a variety of school and community contexts <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> take responsibility for collaborating with others to achieve group goals ask for and provide information and assistance, as appropriate, for completing individual and group tasks <p>Work in groups</p> <ul style="list-style-type: none"> share personal knowledge of a topic to develop purposes for research or 	<ol style="list-style-type: none"> How do we show respect for others with our words? Our expressions? Our actions? Our intentions? How can we read the body language of others to know if they are appreciative, intolerant, impatient, etc.? How might we respond differently to the same message if it is presented in different forms, ie. orally, in print, other media? What is the difference between appreciation and tolerance? What is diversity? Why is it important to use appropriate language when acknowledging the accomplishments of others? How does the demonstration of appropriateness change with age? How do languages express varying degrees of respect? How do we recognize disrespectful language? Are there degrees of disrespect? Is it possible to be cynical and respectful at the same time? Is it possible to be sarcastic and respectful at the same time? Why do people consider disrespect humorous? <i>How does the text of the Qur'an convey respect for itself with the majesty and commanding authority of its words? ...For the content with its scaffolded and many-layered message? ...For the reader by challenging him or her to reflect, to question, to gain certitude?</i> How can we work together as a group to complete a task efficiently? Is there more

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
investigations and possible categories of questions <ul style="list-style-type: none"> • use brainstorming, summarizing and reporting to organize and carry out group projects Evaluate group process <ul style="list-style-type: none"> • assess group process, using established criteria, and determine areas for improvement 	than one way to complete a task? 15. Why do we want to work together? 16. With what kinds of activities can we contribute to the community? 17. How do we know if our work is helpful for others? 18. What criteria do we have to assess our group process? 19. <i>How does a shura manage group process?</i> 20. What is consensus? How do we arrive at consensus? How do we know?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Collaborating with Others: Making Global Connections

Students will:

1. Connect with students in another country to communicate about their daily life. (Written and on-line communication opportunities should occur regularly.)
2. On a world map, locate where the other class lives and mark the spot with a flag or pin. Display interesting things they learn about the partner class.
3. Work together to create an artefact box for exchange with the partner class. The artefact boxes will serve as a resource for both classes to learn about each other's lives. Work in small groups to plan for, collect and prepare items for the exchange box:
 - A descriptive cover letter with an annotated list of the contents of the box
 - Local map
 - Regional information brochures or pamphlets
 - Weather report
 - A small piece of the natural environment (sand, dried leaves,...)
 - Souvenir items
 - A class photo
 - Newspaper clippings of local current events
 - Pictures of typical food, clothing, housing and ways of travel
 - An item of typical clothing
 - Games
 - Student artwork
4. When the exchanges are complete, host a discussion comparing the artefacts and their implications.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4

SUBJECT: Mathematics

STRAND: Number

General Outcome: Develop Number sense.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V] 2. Compare and order numbers to 10 000. [C, CN, V] 3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4- digit numerals) by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction. C, CN, ME, PS, R] 4. Apply the properties of 0 and 1 for multiplication and the property of 1 for division. [C, CN, R] 5. Describe and apply mental mathematics strategies, such as: <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using doubling or halving and adding or subtracting one more group • using patterns in the 9s facts • using repeated doubling to determine basic multiplication facts to 9 x 9 and related division facts. [C, CN, ME, R] 6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations 	<ol style="list-style-type: none"> 1. How much is 10,000? 2. How can I show my understanding of addition and subtraction with numbers up to 10,000? 3. What is a property of a number? 4. How do mental math strategies help to learn multiplication and division to 9x9? 5. What do I understand about multiplication? 6. How does my understanding about multiplication change with bigger numbers? 7. What is the relationship between multiplication and division? How can show this relationship? 8. How can I use my understanding about multiplication and division to help me solve problems? 9. How do I know when to use multiplication or division? 10. What can I tell about fractions less than one? 11. How are fractions related to decimal numbers? How can I show this? 12. <i>How do you divide your time after school? Do you divide your day differently during the month of Ramadan?</i> 13. <i>What is the relationship of one fourth to one eighth? Where are these two fractions mentioned in the Quran? What other fractions are mentioned in the Quran?</i> 14. <i>What Hadith mentions fractions (about how much to put in your stomach when</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ul style="list-style-type: none"> • estimating products • applying the distributive property. [C, CN, ME, PS, R, V] <p>7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication. [C, CN, ME, PS, R, V] <p>8. Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used. [C, CN, PS, R, V] <p>9. Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically. [C, CN, R, V]</p> <p>10. Relate decimals to fractions and fractions to decimals (to hundredths). [C, CN, R, V]</p> <p>11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> • using personal strategies to determine sums and differences • estimating sums and differences • using mental mathematics strategies to solve problems. [C, ME, PS, R, V] 	<p><i>you eat)? How do you think about the proportion of food your body needs?</i></p> <p>15. <i>How do you divide your personal allowance? If you receive a gift of money for Eid, how do you divide it?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Eid ul-Adha: Dividing the Meat of an Animal**

At the time of Eid ul-Adha, the meat of the sacrificed animal is divided and distributed.

Students will show:

- 1) How the meat of the slaughtered animal is divided.
- 2) How the equal portions are distributed.
 - $\frac{1}{3}$ is given to the needy and poor
 - $\frac{1}{3}$ is given to relatives and friends
 - $\frac{1}{3}$ is kept for home use
- 3) If the portion shared with family and friends is divided between two relatives, what fraction of the meat of the whole animal did one relative receive?
- 4) What fraction of the whole animal would each relative receive if it was divided equally among 6 relatives?
- 5) How would these amounts be shown in decimal form?
- 6) Ahmed's family distributed the meat from a lamb. Sumaya's family distributed beef. How would the weight of $\frac{1}{3}$ of a lamb compare to the weight of $\frac{1}{3}$ of a cow?

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and to solve problems

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<ol style="list-style-type: none"> 1. Identify and describe patterns found in tables and charts. [C, CN, PS, V] [ICT: C6–2.3] 2. Translate among different representations of a pattern, such as a table, a chart or concrete materials. [C, CN, V] 3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems. [C, CN, PS, R, V] [ICT: C6–2.3] 4. Identify and explain mathematical relationships, using charts and diagrams, to solve problems. [CN, PS, R, V] [ICT: C6–2.3] 	<ol style="list-style-type: none"> 1. How do patterns help me solve problems? 2. How does drawing a pattern help me tell about relations between the parts of the pattern? 3. How do diagrams help identify mathematical relationships and how does that help solve problems? 4. How can we translate patterns found in tables and charts into concrete materials? 5. How can a one-step equation be represented with pictures, symbols, and words? How do the visuals help in finding the solution? 6. <i>How do patterns in Islamic art show relationships?</i> 7. <i>How does the extension of a pattern like that of a complex star polygon help to demonstrate how a problem can be solved?</i> 8. <i>How can a pattern in Islamic art translate to another pattern?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Examining Islamic Artwork

Students will understand the numerical relationships upon which some Islamic artwork is based:

- 1) Identify patterns in the designs of carpets, mosaic tiles and inlaid wood. Examine complex star polygons to see how their patterns extend.
- 2) Translate the repeating patterns and the growing patterns to charts or tables.
- 3) Extend the numerical pattern in the chart or table.
- 4) Design another different pattern for artwork following the numerical guide in the chart or table.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
5. Express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R] 6. Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]	7. How can a symbol represent something we do not know? 8. How can a symbol stand for something unknown in a pattern? 9. How does representing the unknown in an equation allow us to make the calculation? 10. What could we do if we did not use symbols to represent the unknown? 11. <i>Can we assume the existence of the unknown?</i> 12. <i>What is the “unknown” in life?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Writing Story Problems

Students will:

- 1) Write story problems and include a symbol for the unknown variable. Translate from words to equations.
- 2) Solve the equations to find the unknown variable.
- 3) Exchange the story problems with each other and solve them to find the unknown.

For example:

- Ahmed is a tasbih maker specializing in 1000 bead strings. Eleven elderly men each brought him a broken 1000-bead tasbih. He needed to use 153 beads to repair the 11 tasbihs. How many original beads from all the strings were there?
 - ❖ are the number of original beads from the broken tasbihs
 - ❖ $+ 153 = 1100$ beads on the string
 - ❖ $= 1100 - 153$
 - ❖ $= 947$
- Usman has memorize 60 *ayat*. He started memorizing on January 1 and now it is January 30. How many verses has he memorized per day?
 - ! = the number of *ayat* he memorizes every day
 - $30 ! = 60$
 - $! = 60/30$
 - $! = 2$
- One morning Mariam is praying in the Prophet's mosque in Madinah. She notices the women's section has 10 rows of worshippers getting ready to pray. When the Imam asks the congregation to close the gaps and stand next to one another, Mariam notices 3 gaps in the first 3 rows and 4 gaps in the other 7 rows. How many gaps are there in total?

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<ol style="list-style-type: none"> 1. Read and record time, using digital and analog clocks, including 24-hour clocks. [C, CN, V] 2. Read and record calendar dates in a variety of formats. [C, V] 3. Demonstrate an understanding of area of regular and irregular 2-D shapes by: <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm² or m² • estimating area, using referents for cm² or m² • determining and recording area (cm² or m²) • constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area. [C, CN, ME, PS, R, V] 	<ol style="list-style-type: none"> 1. How do digital and analog clocks compare? What are their functions? 2. Why do we 12 hour and 24 hour clocks? 3. What different ways can calendar dates be read? Why do we have different ways of recording the same thing? Are there possibly other ways of recording the date? 4. How does the Islamic calendar follow the patterns of the moon? 5. How do solar calendars compensate for the fact that the true length of the solar year is not exactly 365 days? 6. How do lunar and solar years compare? 7. <i>What does the Qur'an say about how time should be reckoned (Yunus 10: 5)?</i> 8. <i>At what point in the history of the Muslim community was the Muslim calendar determined? Why was this calendar necessary? What was the significance of the hijrah for the Muslim community?</i> 9. <i>How do symmetrical shapes in the natural environment reflect the Creator?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Exploring the Islamic Calendar: When were you born?

The *Hijri* date is the Islamic calendar. It started in the moon year in which Prophet Mohammad immigrated from Makkah to Madinah, and his migration is called the *hijra*.

Students will use online tools and printed charts to:

- 1) Explore the Islamic calendar.
- 2) Determine the current date in the Christian/Common Era (CE) and *Hijri* date (AH).
- 3) Use a calendar date converter to find the CE date of birth for prominent early Muslims.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome: Students will: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
4. Describe and construct right rectangular and right triangular prisms. [C, CN, R, V]	<ol style="list-style-type: none"> 1. <i>Where are 2-D shapes and 3-D objects found in the natural environment? How do they remind us of the Creator?</i> 2. <i>How are 2-D shapes used in decorative Islamic artwork?</i> 3. How do 2 dimensional shapes compare with 3 dimensional objects? 4. Where does a line of symmetry lie? 5. How do we know if something is symmetrical?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

A Right Rectangular Prism: The Ka’bah

The Ka’bah is an example of a right rectangular prism. Five times each day more than a billion Muslims around the world turn to face the direction of the Ka’bah in their *salah*. It is also the focal point of the Hajj when some two million pilgrims come to the city of Makkah.

Students will:

- 1) Research the structural dimensions of the Ka’bah.
- 2) In a large open area, measure out the length and width of the Ka’bah.
- 3) Describe the 3-D shape of the Ka’bah. How many right angles are there?
- 4) Draw the 3-D shape on graph paper.
- 5) Make a model of the Ka’bah. Explain the parts and their relationship to the actual Ka’bah.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Shape and Space (Transformation)

General Outcome: Describe and analyze position and motion of objects and shapes

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
5. Demonstrate an understanding of congruency, concretely and pictorially. [CN, R, V] 6. Demonstrate an understanding of line symmetry by: <ul style="list-style-type: none"> • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape. [C, CN, V]	1. What is congruency? 2. How can congruency be translated from concrete to the abstract? 3. <i>What objects in nature have a line of symmetry? How does this symmetry remind us of the One Who fashioned all creation?</i> 4. How can a 2-D shape have more than one line of symmetry?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Lines of Symmetry: Further Exploration of the Ka’bah and Masjid al Haram

Islamic art and architecture characteristically features repetition of structural designs and decorative patterns.

Students will:

- 1) Continue their construction of a model of the Ka’bah.
Look at one side of the Ka’bah (one face of the right rectangular prism).
Identify two lines of symmetry.
- 2) Find all the congruent faces.
- 3) In further construction of the model, add Hijir Ismael to the squared base of the Ka’bah.
(This is a semi circular area next to the wall of the Ka’bah)
- 4) Look at photographs of Masjid al Haram and identify more congruent 2-D shapes and lines of symmetry. Draw the lines of symmetry.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 4 **SUBJECT:** Mathematics

STRAND: Statistics and Probability (Data Analysis)

General Outcome: Collect and display and analyze data to solve problems.

PROGRAM OF STUDIES Grade 4 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
1. Demonstrate an understanding of many-to-one correspondence. [C, R, T, V] [ICT: C6–2.2, C6–2.3] 2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]	1. What data can we collect? 2. How can data be recorded to provide meaningful interpretations? 3. How can data be used to provide misleading information? 4. Why must data be used honestly?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Collecting Data: Show Us How Much Garbage We Make

Connect to Science Topic A: Waste in Our World to help make this mathematical exercise a meaningful and relevant investigation.

Students will:

- 1) Clarify the focus questions:
How much non-organic garbage does each family produce in three school days?
What kinds of non-organic garbage does each family produce in three school days?
- 2) Estimate how much trash their homes produce.
How much would one day's garbage weigh?
How much would three day's garbage weigh?
- 3) Prepare for the 3-day garbage audit when each student will bring the family's trash. Plan how the garbage will be cleaned, collected, compacted, and organized. Make charts to record results for each student and for the class as a whole.
- 4) Day 1: Sort, weigh and record the information in tables/charts. Bag the organized garbage to be recycled.
- 5) Day 2: Represent the data in a bar graph:
 Decide how to represent the types of garbage (metal, plastic, glass, paper, etc.) and the volume produced by individual families as well as the whole group.
- 6) Day 3: Discuss the results of the graphic representation.
- 7) Day 4: The garbage is taken away for disposal at the recycling plant.
- 8) Reflect on ...*but do not waste, indeed Allah does not like the wasteful. (al-A'raf7:31)*

See "Mathematics and Garbage" in *Teaching Green: The Elementary Years*, pp. 122 - 125.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 4 **SUBJECT:** Social Studies

UNIT: 4.1 Alberta: A Sense of the Land

General Outcome:

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>Values and Attitudes <i>Students will:</i> 4.1.1 value Alberta’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP) • appreciate how Alberta’s fossil heritage contributes to the province’s unique character (LPP) • appreciate the variety and abundance of natural resources in Alberta (ER, LPP) • appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) • appreciate how land sustains communities and quality of life (ER, LPP) • demonstrate care and concern for the environment through their choices and actions (LPP) <p>Knowledge and Understanding <i>Students will:</i> 4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Where is Alberta located in relation to the other provinces and territories of Canada? (LPP) 	<ol style="list-style-type: none"> 1. What is special about Alberta? 2. How does Alberta’s location affect its relationship with other provinces and territories in Canada? 3. <i>How can we see ayat that point to Allah in the natural environment in Alberta?</i> 4. <i>How has Allah provided for the sustenance of life in this place?</i> 5. What do fossils tell us about life? 6. How do fossils connect us with the past? 7. How does palaeontology contribute to our knowledge of Alberta’s geography? 8. <i>If we can appreciate how land sustains communities, then how is the land sustained?</i> 9. <i>How can we show that we value Alberta’s natural environments?</i> 10. <i>One of Allah’s names is Rabb; what does rububiyaat mean in relation to sustaining quality of life?</i> 11. <i>What is the haq (the right) which the environment places on human beings?</i> 12. <i>What is the role of khalifa in Alberta?</i> 13. Why were Alberta parks and protected areas established? How are they fulfilling their mandate? 14. How do our actions affect the environment? 15. What is an environmental footprint? What does my footprint look like? 16. Why is the climate different in the diverse regions of Alberta? Why is the weather so different in Edmonton and Calgary on the same day?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP) • What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP) • What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP) • How are Alberta’s provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta’s natural environment? (ER, LPP) <p>4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta’s physical geography by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC) • What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER) <p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways do the physical geography and natural resources of a region determine the • establishment of communities? (LPP) • How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) 	<ol style="list-style-type: none"> 17. How are micro-climates determined? 18. What is a dark sky preserve? Where are dark sky preserves located in Alberta and across Canada? 19. Why are people concerned about having a dark sky? 20. Why is it important for us to see and experience Alberta’s natural environment? 21. How have the geological and natural vegetation regions, landforms and bodies of water in Alberta determined or impacted Alberta’s settlement and development? 22. How are the competing demands on land use managed? How can land-use decisions best be made for forestry, agriculture, conservation, recreation, oil exploration, etc? 23. Who is the beneficiary of land-use? 24. Even once land-use is decided, <u>how</u> will that decision be implemented? 25. Can land-use be changed? 26. What is a “green” approach to land-use? 27. <i>How can rightful decisions be made about land use? Is there one “right” way to use land? From an Islamic perspective, how should people use the land?</i>

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP) • In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta’s fossil heritage? (ER, LPP, TCC) • How can ownership of a discovered artifact be determined? (C, ER, PADM) • Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Build a Map of Alberta

Students will:

- 1) Learn about the physical geography and natural resources characteristic of each of the 6 natural regions of Alberta.
- 2) Examine a variety of maps and their legends to see how to depict features of the area.
- 3) Plan a map that will show landforms, bodies of water, vegetation, wildlife and natural resources. Plan to use different colours to indicate the regions and their features.
- 4) Reflect on how God has provided for sustenance of life in different ways throughout the diverse regions.
- 5) Decide on materials and how to make the map. Possibilities include:
 - Work in small groups and use clay to model the topographic surface on small pieces of plywood or other solid base.
 - Work as a class to produce one large map on fabric that can be hung as a banner.
 - Paint a carefully designed mural directly on a wall.
 - Make a 3-D topographical map outside in the playground sandpit.
 - Construct a permanent outdoor map on the playground. See “Educating the Community: A Watershed Model Project” and “Monument to a River: An Interactive Playground Structure” pp.164 -171 in *Teaching Green: The Elementary Years*.
- 6) Work cooperatively to build the map. Include labels.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 4

SUBJECT: Social Studies

UNIT: 4.2. The Stories, Histories and Peoples of Alberta

General Outcome:

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

PROGRAM OF STUDIES Specific Outcomes Grade 4	POSSIBLE REFLECTIVE QUESTIONS
<p>Values and Attitudes</p> <p><i>Students will:</i></p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> • recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC) • recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) • recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity (CC, I, TCC) • recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta’s heritage (CC, I, TCC) • recognize British institutions and peoples as integral parts of Alberta’s heritage (CC, I, TCC) • recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC) • demonstrate respect for places and objects of historical significance (I, LPP, TCC) 	<ol style="list-style-type: none"> 1. How does the past impact the present? 2. How are we in the present impacting the future? 3. What is a story? How is history many stories? What is the real story? Is there one true history? 4. What do Aboriginal people believe about the environment, its creation, and the responsibility of people to where they live? 5. What do their stories tell us about their beliefs? 6. <i>How do Aboriginal beliefs compare to Qur’anic concepts: fitrah, khalifah, tawhid, rububiyaat, taqwa, etc.?</i> 7. How does the oral tradition of the Aboriginal peoples contribute to <u>our</u> regard for the environment? 8. Why do Aboriginal peoples have so much diversity in their spoken languages? 9. How has culture and language in Alberta changed over time? 10. Does Alberta have one culture? 11. How is culture and language related in Alberta? 12. Why does history contribute to a sense of belonging? How does history give a sense of the identity to individuals and groups? 13. Is there a difference between individual and collective identity? How and why? 14. Why did English and French become the dominant languages of business and politics? How were other languages used? 15. Why did British institutions provide the framework for settlement?

PROGRAM OF STUDIES Specific Outcomes Grade 4	POSSIBLE REFLECTIVE QUESTIONS
<p>Knowledge and Understanding <i>Students will:</i></p> <p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) • How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) • What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC) • In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)? (CC, I, LPP, TCC) • How did the Métis Nation and Métis settlements contribute to Alberta's identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) • How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries? (CC, I, PADM) • How did British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC) 	<ol style="list-style-type: none"> 16. <i>What stories can we hear from elders in the Muslim community?</i> 17. <i>How did French-speaking Muslim settlers and traders relate to Francophone communities?</i> 18. <i>How did Muslims relate to Métis communities?</i> 19. <i>How have Muslims related to efforts of the Francophone community, especially the work of voyageurs, missionaries, and in the areas of media, politics, and commerce?</i> 20. <i>What was the diversity among early Muslim immigrants? How has this diversity changed over time?</i> <ul style="list-style-type: none"> • <i>Did this diversity enrich the community?</i> • <i>Did diversity among early Muslims cause barriers to their cooperation and collaboration? In what ways?</i> • <i>Did the diversity work to unite them?</i> 21. Why did European immigration contribute to the establishment of communities in Alberta? 26. Why did diverse groups of people keep moving to Alberta? How did they choose where to settle, and why? 27. Why did migration within Canada keep populating Alberta? 28. Why is Alberta attractive to others? 29. How is agriculture and the establishment of communities connected? 30. <i>Why are there distinct socio-economic groups within the Muslim community?</i> 31. <i>Where are the Muslim farmers?</i> 32. Why are oral traditions, narratives and stories valid sources of knowledge about the land, culture, and history? 33. What evidence do we have that the presence and influence of Aboriginal people are inherent to Alberta's culture and identity? <i>Can we ask this same question about Muslims in Alberta?</i> 34. How do we show respect for things that are historically or culturally important? 35. Is diversity beneficial?

PROGRAM OF STUDIES Specific Outcomes Grade 4	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC) • How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP) • How are agriculture and the establishment of communities interconnected? (ER, LPP) 	36. Is there a need to legislate and/or regulate respect for places and objects of historical significance? Why or why not?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Telling a Part of Alberta's History in Story

Students will:

- 1) Explore how stories of people and events provide multiple perspectives on past events. Draw on oral tradition as valid sources to learn about the land, culture, and history.
- 2) Listen to elders speak about their past. Visit with elders of different ethnic backgrounds.
- 3) Learn stories about actual people who came and lived in Alberta.
- 4) Prepare for telling a story about specific individuals and events in the past. Tell stories about the same event with a different perspective.
- 5) Invite an audience to listen to the stories.
Use the map created in 4.1 Alberta: A Sense of the Land as a backdrop for their presentations.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 4

SUBJECT: Social Studies

UNIT: 4.3. Alberta: Celebrations and Challenges

General Outcome:

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>Values and Attitudes <i>Students will:</i></p> <p>4.3.1 appreciate the factors contributing to quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their own and other cultural identities (C, I) • demonstrate respect for the rights, opinions and perspectives of others (C, I) • demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) • recognize global affiliations within the Alberta Francophonie (GC) • appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) • value and respect their relationships with the environment (C, ER, LPP) <p>Knowledge and Understanding <i>Students will:</i></p> <p>4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What led to Alberta’s joining Confederation? (TCC, PADM) • What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC) • In what ways have occupations and commerce been affected by geography, 	<ol style="list-style-type: none"> 1. Why do different factors affect the quality of life in Alberta? 2. Why is it important to value and respect our own cultural identity? 3. Why it is important to value and respect the identity of others? 4. How do we show respect for the rights, opinions, and perspectives of others? 5. Why do we not all think alike, especially in terms of human and environmental rights? 6. Why should anyone or everyone care about linguistic or cultural diversity? 7. What will happen if we do not value and respect our relationship with the environment? 8. How long does it take to build something? How long does it take to destroy it? 9. Is it important to restore things that have been destroyed? How do we know what to restore and what to leave? 10. What is the role of archives and museums in remembering our legacy? 11. Why has Alberta changed? Has it changed at all levels? 12. How has Alberta responded to the challenges and opportunities which it has faced in its growth and development? 13. Is there an Albertan advantage? 14. Why has Alberta’s culture changed over time? Does Alberta have one culture? 15. Why have Aboriginal peoples and their communities changed over time? 16. Why did Alberta want to join the Canadian Confederation? Were the advantages and

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)</p> <p>4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC) • In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC) • How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP) • How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC) • How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC) • How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC) • In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC) • How does living in a particular community, region or province help shape individual and collective identity? 	<p>disadvantages weighed? Would Alberta want to join such a confederation now? What are the advantages to being in a 21st century confederation?</p> <ol style="list-style-type: none"> 17. Why do climate, geography and natural resources affect the way people live? 18. How have communities in northern Alberta changed with economic developments? 19. Why are certain communities affected differently by economic developments? 20. Is change good? How do we know? 21. <i>How have Muslims contributed to the community in Alberta?</i> 22. <i>How does the diversity within the Muslim community influence the individual’s perspective of the wider multicultural Canadian society?</i> 23. What factors have determined the direction of Alberta’s recreation and tourism development and why? 24. Why is multiculturalism a big deal in Alberta? 25. <i>What is the difference between an individual and a collective identity? Do Muslims understand this in a specific way?</i> 26. How is the “spirit” of a community reflected in the way the people of the community live? In their activities? In the way decisions are made? 27. What interview questions would elicit answers that would tell us about the “spirit” of a community? 28. <i>How would questions be appropriately differentiated for seniors, aboriginal groups, Muslim elders and others?</i> 29. Can we think in terms of dominant and minority cultural groups in Alberta? 30. How can places be categorized by their names? 31. How is a visual online tour different from the real thing?

PROGRAM OF STUDIES Grade 4 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS
<p>(CC, I, LPP)</p> <p>4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How do recreational sites and activities reflect Alberta’s heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I, ER) • How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP) • To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment? (ER, LPP) • In what ways do interests concerning tourism and the natural environment conflict?(ER, LPP) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Plan and Design a Muslim Heritage Site

Students will:

Work in small groups to plan a heritage site to reflect the establishment and cultural diversity of the Muslim community in Alberta.

- 1) Investigate existing sites in Alberta to see how the history and culture of a community is depicted, for example; go on a field trip; explore their websites and their virtual tours.
 - Glenbow Museum
 - Royal Alberta Museum
 - Head-Smashed-In Buffalo Jump
 - Writing-on-Stone Provincial Park
 - Father Lacombe Chapel Provincial Historic Site
 - Ukrainian Cultural Heritage Village
- 2) Listen to a museum curator or historic site manager discuss the process of developing a heritage site. Ask the *why*, *what*, *where*, and *how* questions for planning a site.
- 3) In guided discussion, plan a Muslim heritage site. Develop concept maps of ideas to be addressed, components of the site, flowchart of the sequence of tasks, checklist of the requirements and necessary equipment, materials and human resources to be accessed.
- 4) Prepare a folder that could be used to market the idea of establishing the site.
Where will it be? What story of our heritage will it tell? How will the story be told? What interesting features will characterize the site?
- 5) Build a model for display.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 4

SUBJECT: Science

UNIT: Topic A: Waste in Our World

General Learner Expectations 4-5:

Students will recognize that human activity can lead to the production of wastes and identify alternatives for the responsible use and disposal of materials.

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria. 2. Identify and classify wastes that result from human activity. 3. Describe alternative methods of disposal, and identify possible advantages and disadvantages of each. 4. Distinguish between wastes that are readily biodegradable and those that are not. 5. Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective. 6. Identify methods of waste disposal currently used within the local community. 7. Identify kinds of wastes that may be toxic to people and to the environment. 8. Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper. 9. Identify ways in which materials can be reused or recycled, including examples of 	<ol style="list-style-type: none"> 1. How does human activity lead to the production of wastes? Does all human activity produce waste? Is it possible for the same activity to be conducted without waste? 2. <i>Reflect on the Qur'anic command not to use excess in Al-A'raf 7:31.</i> 3. How can materials be re-used or used differently, instead of being disposed as waste? 4. How can someone's garbage be considered someone else's treasure? 5. What are ways to dispose something? 6. Why do we have packaging? How does different packaging compare? 7. What is the role of plastic? What was the world like before plastic? 8. How did waste disposal methods change over time? Why is there a need to have waste disposal methods? 9. What are the benefits of a certain item? What are its disadvantages? 10. What is recyclable? 11. Why do we have toxic wastes? Why are some substances considered toxic for some people and not for others? Is any level of toxicity safe? 12. Why is there a distinction between people and the environment in terms of what is considered toxic? 13. What happens to toxic substances over time? 14. What is my environmental footprint? 15. Does my "footprint" look any different if I

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>things that the student has done.</p> <p>10. Develop a flow chart for a consumer product that indicates the source materials, final product, its use and method of disposal.</p> <p>11. Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.</p> <p>12. Develop and implement a plan to reduce waste, and monitor what happens over a period of time.</p>	<p>live in Canada or somewhere else?</p> <p>16. <i>How does the recycling of plant and animal waste in nature help us reflect on the Creator of the world?</i></p> <p>17. <i>What is rububiyaat? How is it evident in the natural cycle of life?</i></p> <p>18. How does my place and time on this planet make a difference in the amount of waste I produce? How would it be different a century ago?</p> <p>19. Is there a difference between waste and pollution?</p> <p>20. What is the difference between needs and wants?</p> <p>21. <i>What is the Muslim community ethos about consumer activity?</i></p> <p>22. <i>What is the role of human activity in sustaining life on earth?</i></p> <p>23. <i>What is the role of khalifa in waste production and management? Is stewardship part of my lifestyle?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Investigating Trash: What is my environmental footprint?

Conduct the garbage audit in Mathematics (Data Collection and Analysis) to connect with this science topic.

Students will:

- 1) Investigate the kinds and amounts of garbage generated in their households.
- 2) Extrapolate class results to estimate the garbage generated by the whole school community. Use the actual data collected in the Gr. 4 math garbage audit.
- 3) Research the impact of garbage on the local environment and the global situation. Learn about plastic pollution on Midway Island in the Pacific Ocean (<http://www.midwayjourney.com/>) and other tragic environmental problems.
- 4) Write a report about the impact of garbage in one specific place. This could be a local landfill, a specific waste problem (like disposable diapers in the Arctic) or the effects of pollution on a certain ecological habitat.
- 5) In guided group discussion, consider the growing issue of trash. What happens to it? What happens when the landfill is full? How can we reduce the amount of garbage we create? What is our stewardship role in the environment? How does this learning affect our decisions about what we use, buy, discard, and recycle?
- 6) Reflect on *hadith* about not wasting and read English translation of *al-A'raf* 7:31.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 4

SUBJECT: Science

UNIT: Topic B: Wheels and Levers

General Learner Expectations 4-6:

Students will demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Explain how rollers can be used to move an object, and demonstrate the use of rollers in a practical situation. 2. Compare the wheel and the roller, and identify examples where each are used. 3. Construct devices that use wheels and axles, and demonstrate and describe their use in: <ul style="list-style-type: none"> • model vehicles • pulley systems • gear systems. 4. Construct and explain the operation of a drive system that uses one or more of the following: <ul style="list-style-type: none"> • wheel-to-wheel contact • a belt or elastic • a chain • cogs or gears. 5. Construct and explain the operation of a drive system that transfers motion from one shaft to a second shaft, where the second shaft is: <ul style="list-style-type: none"> • parallel to the first • at a 90° angle to the first. 6. Students who have achieved this expectation will be aware of changes in speed and direction that result from different ways of linking components. Introduction of gear ratios, however, is not recommended at this grade level. Students will have an opportunity to develop the concept of ratio as part of their junior high mathematics program. 7. Demonstrate ways to use a lever that: 	<ol style="list-style-type: none"> 1. What simple machines can we see in operation in the natural world? 2. What simple manmade machines can we see? 3. Who first came up with the ideas of simple machines and for what purpose? 4. How do simple machines make our lives easier? 5. From where do we get energy? How does energy originate? 6. How can energy be transferred? 7. <i>What is the first mention of Muslim technology in raising water?</i> 8. <i>How did Muslim innovators adapt and redevelop the norias (waterwheels) used by Romans and Persians?</i>

PROGRAM OF STUDIES Grade 4 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • applies a small force to create a large force • applies a small movement to create a large movement. <p>8. Predict how changes in the size of a lever or the position of the fulcrum will affect the forces and movements involved.</p> <p>9. Construct models of levers; and explain how levers are involved in such devices as: teetertotters, scissors, pliers, pry bars, tongs, nutcrackers, fishing rods, wheelbarrows.</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Transferring Energy to Produce Motion: Ancient Waterwheels in Syria

Students will:

- 1) Explore age old techniques of raising water. Samples include:
 - Egyptian *shadoof* that took river water up in a bucket tied to a long pivoting pole with a counterweight
 - *norias*, the large waterwheels that raised water from fast flowing rivers
- 2) Look at pictures and charts about the waterwheels at Hama on the Orontes River in Syria. The largest of the wheels was about twenty metres in diameter with 120 compartments along its rim.
- 3) Make a labelled diagram of a waterwheel.
- 4) Experiment with toy waterwheels in a water table. Show how energy is transferred to produce motion.
- 5) Write about the information on water wheels, identifying the principle of energy transfer and how the wheel works. Refer to the differences in structure over the ages.

Resource: *1001 Inventions: Muslim Heritage in Our World* by Salim T. S Al-Hassani, 2006

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 4

SUBJECT: Science

UNIT: Topic C: Building Devices and Vehicles that Move

General Learner Expectations

4-7: Construct a mechanical device for a designated purpose, using materials and design suggestions provided

4-8: Explore and evaluate variations to the design of a mechanical device, demonstrating that control is an important element in the design and construction of that device

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Design and construct devices and vehicles that move or have moving parts—linkages, wheels and axles. 2. Use simple forces to power or propel a device; e.g., direct pushes, pulls, cranking mechanisms, moving air, moving water and downhill motion. 3. Design and construct devices and vehicles that employ energy-storing or energy-consuming components that will cause motion; e.g., elastic bands, springs, gravity, wind, moving water. 4. Recognize the need for control in mechanical devices, and apply control mechanisms where necessary. 5. Compare two designs, identifying the relative strengths and weaknesses of each. 6. Identify steps to be used in constructing a device or vehicle, and work cooperatively with other students to construct the device or vehicle. 7. Design and construct several different models of a device and evaluate each model, working cooperatively with other students. (Suggested evaluation criteria are identified under the Specific Learner Expectations, Reflect and Interpret.) 	<ol style="list-style-type: none"> 1. How were simple machines first used? 2. How are complex machines composed of the combinations of simple machines? 3. How would history be different without the innovative use of a simple machine? 4. What is the difference between science and technology? 5. <i>Who were the three Banu Musa brothers of 9th century Baghdad and what were some of their ingenious devices?</i> 6. <i>How did al-Jazari (12th century) make innovative improvements in his designs for water raising machines?</i> 7. <i>What devices were designed by innovative personalities in Islamic civilization?</i> 8. <i>What were major Muslim contributions?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Exploring Ingenuity: Islamic Science and History Fair**

Explore the development of scientific and technological innovation during these years and generate an understanding of Muslim contributions in the field of science and technology. Students will:

- 1) Choose a research topic in Islamic science and civilization.
- 2) In guided group discussion, share ideas for projects and their presentation. Encourage students to develop their own ideas and voices in their projects. Create a project, either individually or in groups, for participation in an Islamic science / history fair. Each project must have a theme and include written research. Format could be:
 - a 3-dimensional presentation
 - creative writing and performance
 - multi-media
- 3) Participate in a school-wide science fair event that includes an interactive learning component.

Ideas can be found at:

<http://www.histori.ca/fairs/>

<http://www.muslimheritage.com>

1001 Inventions: Muslim Heritage in Our World by Salim T. S Al-Hassani, 2006

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 4

SUBJECT: Science

UNIT: Topic D: Light and Shadows

General Learner Expectations:

4-9: Students will: Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam.

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize that eyes can be damaged by bright lights and that one should not look at the Sun—either directly or with binoculars or telescopes. 2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials). 3. Distinguish objects that emit their own light from those that require an external source of light in order to be seen. 4. Demonstrate that light travels outward from a source and continues unless blocked by an opaque material. 5. Describe changes in the size and location of Sun shadows during the day—early morning, to midday, to late afternoon. 6. Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object. 7. Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows. 8. Classify materials as transparent, partly transparent (translucent) or opaque. 9. Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors. 10. Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to 	<ol style="list-style-type: none"> 1. <i>What is the origin of light?</i> 2. How do we see light? How does light help us to see? 3. How does the eye function? How is the seeing of the eye dependent on the presence of light? 4. <i>What is Nur? How is the light we see with our eyes different from the light we have in our hearts? How can we see Nur on someone's face?</i> 5. <i>What does the Qur'an say about the light of the sun and the moon? How does it describe the characteristics and tasks of the sun and moon?</i> 6. <i>How does the light of the sun determine the time for salah? What is the role of shadow in determining the time of asr salah?</i> 7. <i>What is the relationship between angels and light?</i> 8. What makes a rainbow in the sky? 9. Does light have a colour? 10. <i>What is the sibghatul'Llah (lit. the colour of Allah)? What does it mean to enter Islam completely and be dyed, as it were, in sibghatul'Llah? How is this related to light?</i> 11. How is the colour of clothing influenced by light? Why do people tend to wear white clothing in the desert? 12. How does the use of a lens change what we see? What inventions have been made with the use a lens? 13. <i>How did the early work done in optics by</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>show that light beams can be bent.</p> <p>11. Recognize that light can be broken into colors and that different colors of light can be combined to form a new colour.</p> <p>12. Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. (Suggested examples include: hand lens, telescope, microscope, pinhole camera, light sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work.</p>	<p><i>Muslim scientists lay the foundations of modern optics? Al-Kindi (9th century) questioned Greek theories of vision and said light rays traveled in straight lines, and that sight is influenced by angle and distance. Ibn al-Haitham (10th century) showed how vision is possible because of the refraction of light rays.</i></p> <p>14. <i>Why are experiments required to prove something? Ibn al-Haitham was the first to require experimental evidence to accept a theory; how is his Book of Optics still being used to train research students?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Experimenting with Light and Shadow: Hodja Stories in Shadow Theatre

Students will:

1. View a shadow play. If it is not possible to see an actual theatre performance, watch a DVD or online performance. Connect this to a language arts project:
 - “Anansi the Spider” <http://www.oregonshadowtheatre.com/anansi.htm>
 - “Karagoz” Turkish Shadow Theatre <http://turkicfest.org>
 - “The Town of the Elderly” by shadow theatre specialist, Mahmoud Hourani at Children’s Museum Jordan. http://www.cmj.jo/flagship_program/6484
<http://www.earthshadowtheatre.co.uk/>
2. In guided discussion, explore how a shadow theatre works. *How does the puppeteer manipulate and give voice to the puppets from behind the shadow screen? Who is the story teller? How are the voices and sound effects provided? How does the shadow provide expression and precise detail to the audience?*
3. Construct a shadow theatre using an overhead projector and a large white sheet.
4. Work in small groups to produce a shadow play. Adapt a Hodja story for theatre performance and write the script. Construct the shadow puppets and practice.
5. Perform for an audience.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 4 **SUBJECT:** Science

UNIT: **Topic E:** Plant Growth and Changes

General Learner Expectations:

4-10: Students will: Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth.

<p align="center">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Describe the importance of plants to humans and their importance to the natural environment. (Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen.) 2. Identify and describe the general purpose of plant roots, stems, leaves and flowers. 3. Describe common plants, and classify them on the basis of their characteristics and uses. 4. Recognize that plant requirements for growth; i.e., air, light energy, water, nutrients and space; vary from plant to plant and that other conditions; e.g., temperature and humidity; may also be important to the growth of particular plants. 5. Identify examples of plants that have special needs. 6. Recognize that a variety of plant communities can be found within the local area and that differences in plant communities are related to variations in the amount of light, water and other conditions. 7. Recognize that plants of the same kind have a common life cycle and produce new plants that are similar, but not identical, to the parent plants. 8. Describe ways that various flowering plants can be propagated, including from 	<ol style="list-style-type: none"> 1. Why are plants important in creation? What is the role of plants in the environment? 2. How do plants benefit human beings? 3. What do plants need to flourish? How do plants help other living things survive? 4. How do all the parts of the plant work together? 5. How do we classify plants? 6. How are different plants suited to the different environments where they grow? 7. How do some plants have specific needs? How are their needs met? 8. What are the cycles in a plant's life? 9. <i>What variations in plant communities are evident in the local community? How is this amazing?</i> 10. How can plants be propagated? <i>How do these different ways of propagation help to ensure continuity of the life of plants?</i> 11. <i>How did the gardener Salman Farsi tend date palms in the early Muslim community in Madinah?</i> 12. <i>How is plant life an integral part of creation? How is all of creation a book of revelation that points us to the Creator?</i> 13. <i>Why is it possible for new plants to be similar but not identical to parent plants?</i> 14. <i>How are seeds the blueprint to new growth?</i> 15. <i>What does the Qur'an say about plants and growth? (Surah al-Fath: 29)</i> 16. <i>What is the parable of the mustard seed?</i> 17. <i>Which plants are mentioned in the</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 4 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>seed, from cuttings, from bulbs and by runners.</p> <p>9. Nurture a plant through one complete life cycle—from seed to seed.</p> <p>10. Describe the care and growth of a plant that students have nurtured, in particular:</p> <ul style="list-style-type: none"> • identify the light, temperature, water and • growing medium requirements of the plant • identify the life stages of the plant • identify the reproductive structures of the plant. <p>11. Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution</p>	<p><i>Qur'an?</i></p> <p>18. <i>Which plants have medicinal use in the Islamic tradition? What other ways are plants used in the Islamic tradition?</i></p> <p>19. <i>What is the Qur'anic story of the garden of the rich man? (Surah Al-Kahf:32-43)</i></p> <p>20. <i>How is a garden a home for many living things? How is this symbolic of the earth?</i></p> <p>21. <i>How is the Celestial Garden home?</i></p> <p>22. <i>How do earthly fruits remind us of fruit to be tasted in the next life? (Surah al-Baqarah: 25)</i></p> <p>23. <i>How does green space nurture our inner beings? How does the lack of natural greenery affect urban living?</i></p> <p>24. <i>How is the garden a symbol of paradise?</i></p> <p>25. <i>What two main meanings does "al-Jannah" have in the Qur'an?</i></p> <p>26. <i>What are the components of an Islamic garden?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Nurturing a Garden: the Sakinah Circle Naturescape

Students will:

1. Plan a learning garden with vegetables and flowers in the outdoor classroom.
2. Investigate some varieties of vegetables and flowers by looking through seed catalogues and visiting a garden centre.
3. Prepare a garden plot. Test the soil and improve its texture, drainage and nutrients.
4. Sow seeds and care for the garden. Memorize *al-Fath: 29 (...like a seed that sends out its shoots and He strengthens it...)*
5. Harvest and share the produce.
6. Collect seeds for future planting. Learn about correct storage of seeds.
7. Make and use a composting system to manage organic waste and provide enrichment to the garden soil.
8. Keep garden records that list the names of plants and dates of planting, germination, flowering, fruiting and harvesting.
9. Make a themed garden portfolio or album. The garden portfolio can include:
 - student writing: descriptive paragraphs, poetry, reflective journal entries
 - inspirational quotes, verses from the Qur'an, anecdotal comments
 - photographs with captions
 - labelled scientific diagrams
 - artwork and sketches about the garden
10. Reflect on references in the Qur'an to plant growth and to *Jannah*, the Celestial Garden.

Resources: "Theme 2: The Garden" in *Concentric Circles*, pp. 197-222.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade 5

SUBJECT: English Language Arts

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>1.1 Discover and Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> use appropriate prior knowledge and experiences to make sense of new ideas and information read, write, represent and talk to explore personal understandings of new ideas and information use own experiences as a basis for exploring and expressing opinions and understanding <p>Experiment with language and forms</p> <ul style="list-style-type: none"> select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics <p>Express preferences</p> <ul style="list-style-type: none"> select and explain preferences for particular forms of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> reflect on areas of personal accomplishment, and set personal goals to improve language learning and use <p>1.2 Clarify and Extend Consider the ideas of others</p> <ul style="list-style-type: none"> seek the viewpoints of others to build on personal responses and understanding <p>Combine ideas</p> <ul style="list-style-type: none"> use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media text 	<ol style="list-style-type: none"> How can prior knowledge help me to understand new information? What makes a new idea? Are ideas ever new? Where do ideas originate? <i>Why is it important to have conscious intention to improve my language learning? Does it make a difference to have niyah?</i> <i>How can I understand things with a Qur'anic perspective?</i> <i>Do I understand things in the same way as others around me?</i> <i>How did Prophet Ibrahim understand things differently from his father and his community? How did he know what to believe and what to do? On what do I base my own belief?</i> Is it important to have an opinion? Do I always know the difference between an opinion and a fact? What is the best way to organize information and ideas? Is there one best way to do this? Why do I prefer particular forms of media? What does it mean to reflect? <i>Why does the Qur'an frequently ask the reader to reflect upon certain ideas?</i> <i>Why is it important to know what others think about a topic? How does that inform my understanding of it?</i> <i>Why is authenticity of text important?</i> <i>Why is isnad (the chain of transmission) of ahadith important?</i> <i>What is the role of oral tradition in</i>

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
Extend understanding <ul style="list-style-type: none"> search for further ideas and information from others and from oral, print and other media texts to extend understanding 	<i>Qur'anic history? Can the oral tradition be recorded? What is the difference?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Ramadan Reflections: What's so great about fasting for a whole month?

Ramadan is traditionally a month of purification and we tend to focus on fasting. Fasting in our food habits is just a small part of the fast, and our efforts in the way of *tazkiyah* (the path of self-purification) can be a way to increase our consciousness of God in daily life.

Students will:

- In guided discussion, reflect on the meaning and the benefits of fasting during the month of Ramadan. Students will use their own experiences as a basis for exploring and expressing opinions and understanding.
 - the fast of the stomach – no food or drink between sunrise and sunset
 - the fast of the mouth – speak truthfully, and only when necessary
 - the fast of the senses – restraint from anything *haram* that comes near us
 - the fast of the heart – a spiritual quest for Allah
- Read about fasting in *al-Baqarah* 2: 183 and in *ahadith*. Recite the *du'a* for the intention to fast and the *du'a* for breaking the fast. Demonstrate their understanding of this passage..
- Define the word “*tazkiyah*”. How can we see things as they really are?
- Conduct interviews within the Muslim community to seek the viewpoints of others. How do Muslims practice Ramadan, and for what purposes?
- List ways that fasting is beneficial: share more, consume less, build patience, grow spiritually, develop self discipline, unite believers...see p.44 in *Living Ramadan*.
- Write a paragraph about the significance of fasting. How does fasting relate to other occurrences during Ramadan, like lifestyle changes during the month (schedules, diet, routines) and spiritual growth?
- Keep a reflective journal for the month, following the format on pp. 10-15 in *Living Ramadan*.

Resource:

Living Ramadan for Children Who Think by Elma Ruth Harder and Noor F.K. Iqbal, 2004

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade 5

SUBJECT: English Language Arts

General Outcome 2:

Students will: listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>2.1 Use Strategies and Cues Use prior knowledge</p> <ul style="list-style-type: none"> • describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information • use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts • comprehend new ideas and information by responding personally, taking notes and discussing ideas with others • use the meanings of familiar words to predict the meanings of unfamiliar words in context • monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources <p>Use textual cues</p> <ul style="list-style-type: none"> • use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information • identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context 	<ol style="list-style-type: none"> 1. How do personal experiences inform my current understanding? Does that change with more information? How do my preconceptions and prior understandings and experiences affect how I approach new information about a topic? 2. How can I locate information using online tools? 3. Why are there different strategies in reading? 4. <i>How do different reading strategies illuminate or highlight different aspects of the message of the Qur'an?</i> 5. <i>How do I find information in the Qur'an? How can I use headings, an index, glossary, and online search tools?</i> 6. How does working together with others affect my comprehension of a text? 7. How do the parts of words help us to understand the whole? 8. What words do we use in English that have roots in other languages? 9. <i>How do shared similarities in a language family help us comprehend new words? For example, the word for peace in Arabic is "salaam", in Aramaic "shlama", and in Hebrew "shalom".</i> 10. <i>What English words come from Arabic? What is the background of the words: alchemy, algebra, chess,</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<ul style="list-style-type: none"> • integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none"> • find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers • express points of view about oral, print and other media texts • make connections between fictional texts and historical events • describe and discuss new places, times, characters and events encountered in oral, print and other media texts • write or represent the meaning of texts in different forms <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community • describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts • describe and discuss the influence of setting on the characters and events • support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts • retell or represent stories from the points of view of different characters <p>Appreciate the artistry of texts explain how simile and hyperbole are used to create mood and mental images alter sentences and word choices to enhance meaning and to create mood and special effects</p>	<p><i>damask, jasmine, lemon, ginger, magazine, magnet, sugar, syrup, and zero?</i></p> <ol style="list-style-type: none"> 11. What does it mean to be a visual learner? What kind of features help to understand the text? 12. How can I know which strategies to use to help understand new words? 13. How do the parts of words help us to understand the whole? 14. How does information on the same topic from different places compare? How does it compare to my own knowledge about the topic? 15. <i>How does the Qur'an present its message? What various styles and forms does it use in the text? What is the thematic structure of the Qur'an?</i> 16. <i>What examples of imagery in the Qur'an create particular effects?</i> 17. What different genres have I read? Do I have a preferred genre? Why? 18. How are genres suited to the content of the text? 19. How are genres related to culture? 20. Do I have my own point of view about things read, seen and heard? 21. How can the subjective voice of an author be identified? 22. How do I recognize stereotypes? 23. Does my own writing include stereotypes? 24. How does the setting impact the characters and events in a story? What if the setting changed? 26. How do stories change depending on the points of view of different characters? 27. How can we use critical thinking to understand how a variety of people can interpret a situation in different ways and therefore may tell the story differently? 28. How can the mental images created

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • identify and discuss similarities and differences among a variety of forms of oral, print and other media texts • identify the main characteristics of familiar media and media texts <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved • identify and discuss the main character’s point of view and motivation • identify examples of apt word choice and imagery that create particular effects • identify sections or elements in print or other media texts, such as shots in films or sections in magazines <p>Experiment with language experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning</p> <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes <p>Structure texts</p> <ul style="list-style-type: none"> • use structures encountered in texts to organize and present ideas in own oral, print and other media texts • use own experience as a starting point and source of information for fictional oral, print and other media texts 	<p>by the words of a text evoke emotions in the reader?</p> <p>29. <i>How do the mental images created by the artistry of text of the Quran evoke emotions, enhance the meaning of the Quran and create a tone?</i></p> <p>30. <i>How are the words of the Quran special, unique, and extremely thought provoking through the words used and images conveyed therein?</i></p> <p>31. How can the purpose for which we write literature have an effect on the way that it is written?</p> <p>32. How does the voice we use, the audience and purpose affect the final outcome?</p> <p>33. How would we change our writing and method of presentation to suit different audiences? How might this change the meaning of the information that is presented?</p> <p>34. Why is it important to use our own personal experiences in our writing?</p> <p>35. How does using our own personal experiences in our writing make our writing more authentic?</p> <p>36. How can each person’s contributions of thoughts and experiences have a personal effect on others?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Experiencing Different Versions of the Same Story**

Many traditional tales have been retold by different authors and illustrators. Engaging with the same story in varying ways can reveal different aspects, perspectives and sensitivities. The stories of the prophets in the Qur'an have also been related in many different formats and styles. Students will:

- 1) Listen to, view or read a story that has been adapted and illustrated by two or more different authors and illustrators.
- 2) Discuss the differences in the illustrations and how the differences affect the way that the story is understood. Consider tales like *The Mitten*, *Cinderella*, or *The Three Bears* published in numerous versions.
- 3) Discuss:
 - Characters' qualities based on what they say and do and how they are described in the variant oral, print and other media texts.
 - Influence of setting on the characters and events.
 - Own interpretations, using evidence from personal experiences and the texts
 - How simile and hyperbole are used to create mood and mental images
 - How altered sentences and word choices enhance meaning and create mood and special effects.
- 4) Choose a story of interest to them that is representative of different approaches to it. Read and explain the differences.
- 5) Retell the story in writing; create a unique version. Illustrate one aspect of the chosen story, with title and captions.
- 6) Share the revised stories with each other in a writer's celebration.

Resource: *The Golden Sandal, a Middle Eastern Cinderella Story* by Rebecca Hicox, 1998.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade 5

SUBJECT: English Language Arts

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>3.1 Plan and Focus</p> <p>Focus attention</p> <ul style="list-style-type: none"> • summarize important ideas in oral, print and other media texts and express opinions about them • combine personal knowledge of topics with understanding of audience needs to focus topics for investigation <p>Determine information needs</p> <ul style="list-style-type: none"> • identify categories of information related to particular topics, and ask questions related to each category <p>Plan to gather information</p> <ul style="list-style-type: none"> • develop and follow own plan for gathering and recording ideas and information <p>3.2 Select and Process</p> <p>Use a variety of sources</p> <ul style="list-style-type: none"> • locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions <p>Access information</p> <ul style="list-style-type: none"> • use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information • skim, scan and listen for key words and phrases <p>Evaluate sources</p> <ul style="list-style-type: none"> • determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> • use clear organizational structures, such as 	<ol style="list-style-type: none"> 1. How do the needs of the audience affect the focus of investigation of a topic? 2. How might using a different focus affect the type of information that is collected about a topic? 3. How might this focused collection of information lead to a biased investigation? 4. How can we be critical of information we collect and share with others? 5. Regardless of audience, what are some important points that should be included in information that we present to others? 6. How does the way we consider a topic affect the way we focus on it and the kinds of questions we ask about it? 7. Why is it important to consider our own understanding (and possible misconceptions) of a topic prior to planning the gathering and recording of ideas and information about it? 8. Why is it important to include a variety of sources when doing research? 9. How might some sources be more accurate or more biased than others? 10. Why is it important to consider the authenticity of sources? How do we determine the authenticity of sources? 11. What criteria do we use to determine the usefulness and relevance of the resources we choose? 12. How do we use communication techniques differently when giving an

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>chronological order, and cause and effect, to link ideas and information and to assist audience understanding</p> <ul style="list-style-type: none"> • organize ideas and information to emphasize key points for the audience • add, delete or combine ideas to communicate more effectively <p>Record information</p> <ul style="list-style-type: none"> • record information in own words; cite titles and authors alphabetically, and provide publication dates of sources • combine ideas and information from several sources • record ideas and information in relevant categories, according to a research plan <p>Evaluate information connect gathered information to prior knowledge to reach new conclusions</p> <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues • select visuals, print and/or other media to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> • assess personal research skills, using pre-established criteria 	<p>oral speech or writing an essay? (chronological order, cause and effect, and linking ideas to assist with understanding,...)</p> <p>13. How can we use our understanding of oral speech to help us to write more effectively?</p> <p>14. <i>Reflect on the communication style of the Prophet Muhammad – how can we use these ideas to make our own communication more effective?</i></p> <p>15. <i>As we present information to others, how can we be mindful of the information we present and the method of our presentation?</i></p> <p>16. <i>Why do we need to reflect on our own personal biases as we reach new conclusions during the research process?</i></p> <p>17. <i>How can we be critical of our own understandings and misconceptions?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**The Hajj Traveler: Research Pilgrimage in the Past**

Students research how pilgrims traveled to Hajj in the past. They will explore how this was the journey of a lifetime.

Students will:

- 1) Read several historical accounts of travellers to Hajj.
Be sure to include the accounts of these two 14th century pilgrims:
Ibn Battuta set off from Morocco to make a pilgrimage to Makkah in 1325 and returned home 29 years later.
Mansa Musa, the ruler of Mali traveled the 3000 miles with a large entourage in his desert caravan.
 - How did they travel?
 - How long did the journey take?
 - Where did the journey begin?
 - What challenges arose?
- 2) Document the travel experience of a pilgrim of the past.
 - Prepare a fact sheet of the information.
 - Create a map of the pilgrim's route to Hajj.
 - Make a timeline of events on the journey.
 - Share the learning in oral presentations supported by visuals.

Resources:

Traveling Man: The Journey of Ibn Battuta, 1325-1354 by James Rumford, 2001

Mansa Musa: The Lion of Mali by Kephra Burns, 2001

www.history.com/classroom/unesco/.../mansamoussa.html

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 5

SUBJECT: English Language Arts

General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> • develop criteria for evaluating the effectiveness of oral, print and other media texts • use developed criteria to provide feedback to others and to revise own work <p>Revise and edit</p> <ul style="list-style-type: none"> • revise to add and organize details that support and clarify intended meaning • edit for appropriate use of statements, questions and exclamations <p>Enhance legibility</p> <ul style="list-style-type: none"> • write legibly, using a style that is consistent in alignment, shape and slant • apply word processing skills, and use publishing programs to organize information <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus • distinguish different meanings for the same word, depending on the context in which it is used <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis <p>4.2 Attend to Conventions Attend to grammar and usage</p> <ul style="list-style-type: none"> • use words and phrases to modify and clarify ideas in own writing • use connecting words to link ideas in sentences and paragraphs • identify irregular verbs, and use in own 	<ol style="list-style-type: none"> 1. How will we develop criteria for evaluating the effectiveness of oral, print and other media texts? <i>How could being Muslim help in developing this criteria?</i> 2. <i>How can we reflect on the communication abilities of important Muslims to help us establish criteria and evaluate effectiveness?</i> 3. <i>How can we be humble, open-minded, patient, and considerate as we consider the writing of others and as our writing is considered?</i> 4. How can we use our word choice to clarify meaning? How can word choice be used to change meaning, to create a tone or an effect, or to add emphasis? 5. Because word choice can have such as profound effect on meaning, then why as we read should we be aware of the word choices of others? 6. How do subtle word variations change the meaning of text? <i>How is this apparent when we compare different English translations of a verse in the Qur'an?</i> 7. How does the meaning of what we say have an effect on others? 8. How can we change what we say to affect others in different ways? How do we know what is appropriate in a given situation? 9. How can we use synonyms, antonyms and homonyms in our writing to

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>writing</p> <ul style="list-style-type: none"> • identify past, present and future verb tenses, and use in sentences <p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing • study and use the correct spelling of commonly misspelled words in own writing • know and consistently apply spelling • conventions when editing and proofreading own writing <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use capital letters, appropriately, in titles, headings and subheadings in own writing • use quotation marks and separate paragraphs to indicate passages of dialogue in own writing • recognize various uses of apostrophes, and use them appropriately in own writing <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • organize ideas and information in presentations to maintain a clear focus and engage the audience <p>Enhance presentation</p> <ul style="list-style-type: none"> • use effective openings and closings that attract and sustain reader or audience interest <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> • adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter • show respect for the presenter’s opinions by listening politely and providing thoughtful feedback 	<p>enhance its clarity and lucidity?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Communicating the Message of a Story: Memorable Book Reports**

Students are encouraged to make a unique book report and memorable presentation.

Students will:

- 1) Read from a collection of selected titles on the theme of “Making a Difference”.

The following books are good examples. See Appendix 5 for annotations.

- Bregoli, Jane, *The Goat Lady*. 2004.
- D’Adamo, Francesco, *Iqbal*. 2003
- Knowles, Kathy, *Peter’s Wish*. 2008.
- Knowles, Kathy, *Maria’s Wish*. 2008.
- Milway, Katie Smith, *One Hen: How One Small Loan Made a Big Difference*. 2008.
- Morteson, G. and S. Roth, *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea*. 2009.
- Stamaty, M. A. *Alia’s Mission: Saving the Books of Iraq: Inspired by a True Story*. 2004.
- Shea, Pegi Deitz, *The Carpet Boy’s Gift*. 2003.
- Winter, Jeannette, *The Librarian of Basra: A True Story from Iraq*.
- Winter, Jeannette. *Wangari’s Trees of Peace*. 2008.

Students can add their recommendations to the book list.

- 2) Reflect on “the medium is the message” in terms of how a book report can entice new readers by the effectiveness of its communication. Develop criteria for evaluating the effectiveness of the texts. Establish criteria for what makes a good report.
- 3) Write a book report and use the evaluation criteria to revise own work.
- 4) Organize ideas into a presentation of the book report to maintain a clear focus and engage the audience, using a format that incorporates the book’s message of “how” someone made a positive contribution. For example, for a story about a naturalist who worked to preserve the forest, write it on handmade paper and hang it from a potted tree. A story about a generous quilt maker could be reported on a student-made quilt, written with fabric pen on the quilt squares.
- 5) Host a reading week event, or present the report at the launch of a community service project or fundraiser. Students could dress “in character” for the presentation. Demonstrate attentive listening to others.
- 6) Display completed projects in a shared public space.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 5 **SUBJECT:** English Language Arts

General Outcome 5:

Students will respect, support and collaborate with others

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>5.1 Respect Others and Strengthen Community Appreciate diversity</p> <ul style="list-style-type: none"> • discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts • compare own and others' responses to ideas and experiences related to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> • identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • select and use language appropriate in tone and form to recognize and honour people and events <p>Use language to show respect</p> <ul style="list-style-type: none"> • determine and use language appropriate to the context of specific situations <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • accept and take responsibility for fulfilling own role as a group member • discuss and decide whether to work individually or collaboratively to achieve specific goals <p>Work in groups</p> <ul style="list-style-type: none"> • formulate questions to guide research or investigations, with attention to specific audiences and purposes • contribute ideas to help solve problems, 	<ol style="list-style-type: none"> 1. How can we establish what use of language is appropriate in a given situation? 2. What are the roles of group members? Do I generally have the same role in a group? What factors in a group affect the way I work in a group? 3. Do I contribute ideas to help solve group work problems? 4. Why is it sometimes better to work alone? 5. Why is group work sometimes not appropriate for a task? 6. What causes a dysfunctional group? 7. How can a group establish strategies to ensure that everyone has a voice and a listening ear? 8. What can we learn from people who help the community? What personal strengths characterize people who serve the community? 9. Do I know how to form questions to guide my research? Do I tailor my research according to the audience and purpose? 10. Why is the same text portrayed differently by another culture or community? 11. <i>How does reflection on the Asma'-al-Husna (99 Attributes of God) help us? How are they portrayed and used in Islamic literature and other forms of media?</i> 12. <i>What message did the prophets bring to their communities and what did they contribute to their society? How did they challenge people to work together for a common good?</i> 13. How can values and attributes be internalized? 14. Why is reflection an integral part of

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>and listen and respond constructively</p> <p>Evaluate group process</p> <ul style="list-style-type: none"> show appreciation for the contributions of others, and offer constructive feedback to group members 	<p>assessment and evaluation?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Making a Difference: A Project in the Neighbourhood Community

What can we learn from people who help the community? Students will identify personal strengths of character that support people working together.

Students will:

- In guided group discussion, recall the book report project (see p. 191) and review the stories of people who made positive contributions in their communities. Think of local work being done to improve the community and the people who make it happen (e.g., leaders and volunteers for children’s activity clubs, youth groups, summer camp, weekend schools in the mosque, halal food bank...).
- Invite community volunteers to talk about their experiences with the class. Host a “volunteer recognition” afternoon where they can share stories.
- Use online resources to explore community service ideas and projects. Examples: <http://www.kidactivities.net/post/Community-Service-Ideas-for-Kids>
<http://www.actionfornature.org/>
<http://www.goodcharacter.com/SERVICE/primer-10.html>
- As a group, design a classroom service project that will make a positive difference in the neighbourhood community. Brainstorm ideas and then make a clear project plan. Involve parents. Examples for projects:
 - Improve the school grounds.
 - Plant a vegetable garden. Donate the harvest to a local food bank.
 - Plant trees or wildflowers to bring beauty to the environment.
 - Pick up litter in the school ground, the local park and green areas.
 - Make and deliver treats for a local senior home.
 - Develop and maintain a recycling program at school.
 - Collect food, warm clothing, toys, or personal care items for the needy.
 - Hold a Teddy Bear and Friends (stuffed animals) Drive. Donate the collected toys to a Homeless Shelter for new arrivals.
 - Make center pieces, cards, and notes for assisted living facilities, children hospital wards, or meals on wheels.
 - Donate old eye glasses to an organization that recycles them.
- Students keep a reflective journal with photos or illustrations to track their personal response to the community service experience.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Number

General Outcome: Develop number sense.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T] [ICT: C6–2.2] 2. Use estimation strategies, including: <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers in problem-solving contexts. [C, CN, ME, PS, R, V] 3. Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving to determine, with fluency, answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V] 4. Apply mental mathematics strategies for multiplication, such as: <ul style="list-style-type: none"> • annexing then adding zero • halving and doubling • using the distributive property. [C, CN, ME, R, V] 5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V] 6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V] 7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: <ul style="list-style-type: none"> • create sets of equivalent fractions 	<ol style="list-style-type: none"> 1. <i>What numbers are stated in the stories of the Qur'an? What do they mean?</i> 2. How can patterns we see in nature be translated to multiplication patterns? Skip counting? 3. How much is one million? How can we show one million in different pictorial and symbolic ways? 4. How can estimating strategies be used to describe very large numbers? 5. Why do we often use the same strategies over and over again? How can learning and using new strategies help us to think in new or different ways? 6. Why is it important to understand something for myself, and not just accept it because that is how it has always been done? <i>Reflect on how Prophet Ibrahim did not accept the ways of his father and the community where he grew up, and was inspired to think about life in new ways.</i> 7. Why are there many equivalent fractions for any given fraction? 8. Can I use math manipulatives to demonstrate all kinds of number problems?

PROGRAM OF STUDIES Grade 5 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<ul style="list-style-type: none"> • compare fractions with like and unlike denominators. [C, CN, PS, R, V] 8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. [C, CN, R, V] 9. Relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V] 10. Compare and order decimals (to thousandths) by using: <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals. [C, CN, R, V] 11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V] 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

How Much is a Million?

Students will:

- 1) Read *How Much is a Million?* by David Schwartz, illustrated by Steven Kellogg, 1985.
- 2) Find and discuss information that describes populations of 100,000 - 1,000,000. Chart the information.
- 3) Show 1 million using concrete materials, diagrams and pictures.
- 4) Investigate how many pilgrims attend the Hajj pilgrimage.
- 5) Show the estimated number in concrete and pictorial form.
- 6) Create number stories and solve problems involving numbers from 100,000 to 1,000,000.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and to solve problems.

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
1. Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]	1. Can I identify the unknown in a problem? 2. Is there a strategy to determine pattern rules? 3. <i>What patterns do we observe in the cosmos? How can they be tracked and measured?</i> <ul style="list-style-type: none"> • <i>Movement of the sun, stars and moon across the sky</i> • <i>Movement of the parts of the solar system</i> • <i>Water cycle</i> • <i>Tides</i> • <i>Life cycles</i> • <i>Migration of creatures</i> • <i>Growth of vegetation</i> • <i>Weather patterns</i> • <i>Demographics</i> 4. <i>How does this idea of patterns and rules relate to life and problems in life? How does understanding the pattern help in creating solutions?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Finding a Pattern: Compare Hours of Night in the Winter and Summer

Students will:

- 1) Examine a prayer schedule. Pick one day in each month.
- 2) Calculate the number of hours between sunrise and sunset in each day.
- 3) Calculate the number of hours between the times for *Zuhr* and *Asr salah* in each day.
- 4) Compare and chart the number of hours calculated in each day across the seasons.
 - What do you notice?*
 - What can be predicted?*
 - Why are there more night hours in the winter and shorter nights in the summer?*

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
2. Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers). [C, CN, PS, R] 3. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	5. How can an unknown be represented in an equation? 6. Why do diagrams and symbols help in solving a problem? 7. <i>Why is that which is unknown part of the mystery of life?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Determining the Unknown

Students will:

- 1) Solve story problems with an unknown variable
- 2) Express the problem in a numeric equation using a letter for the unknown variable including whole number coefficients.
 - Aisha is going for Hajj on an airplane from Dubai to Mecca. There are 158 people on board. Every seat is full and there are 6 people in each row. How many full rows are there on the plane? How many people will sit in the extra seats at the back of the plane?
 $158 = N \times 6$
 $158/6 = 26$ with a remainder of 2 There are 26 rows and 2 people sit in the extra seats.
 - Zainab is organizing a Hajj tour. She adds the costs and calculates that the Hajj trip will cost a total of \$6855.00. There are 5 adults and 2 children in her group. She figures that, based on costs, the price for adults should be \$1169.00. How much will she have to charge for the children in her group to make sure she has enough money to cover the costs of arranging the trip?
 $6855.00 = (5 \times 1169.00) + (2 \times B)$

$$\frac{6855.00 - (5 \times 1169.00)}{2} = B$$
 - Ahmed and his family are on their way to *Eid* prayer. His father tells him that they have paid \$54.00 for *zakah ul-fitr* for his entire family. If Ahmed has 4 brothers and 3 sisters, and *zakah ul-fitr* must be paid for each family member (including his parents), how much is the amount of *zakah* for each person that Ahmed's father paid?
 $B \times 9 = \$54.00$ $B = 54/9$ *zakah ul-fitr* = \$6
- 3) Create similar problems for classmates to solve. Make a class Problem Bank.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Outcome</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>1. Identify 90° angles. [ME, V]</p> <p>2. Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations. [C, CN, PS, R, V]</p> <p>3. Demonstrate an understanding of measuring length (mm) by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V] <p>4. Demonstrate understanding of volume by</p> <ul style="list-style-type: none"> • selecting and justifying referents for cm³ or m³ units • estimating volume, using referents for cm³ or m³ • measuring and recording volume (cm³ or m³) • constructing right rectangular prisms for a given volume. [C, CN, ME, PS, R, V] <p>5. Demonstrate an understanding of capacity by:</p> <ul style="list-style-type: none"> • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity, using referents for mL or L • measuring and recording capacity (mL or L). [C, CN, ME, PS, R, V] 	<p>1. <i>Where do we see 90° angles in Islamic art and architecture?</i></p> <p>2. Why is accurate measurement important?</p> <p>3. Where do we see angles in the natural environment and how can we measure them?</p> <p>4. What crystals in rocks provide models for 3-D objects?</p> <p>5. What manmade objects have been modeled after things from nature?</p> <p>6. How can I show that the cube is an efficient unit for measuring volume?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Meaningful Measuring**

Students will explore perimeter, area, volume and the capacity of real things to answer real questions. They will use measuring tools to measure length, volume and capacity, record measurements, and make comparisons. Work outdoors if possible, and move through various learning stations in small cooperative groups.

Students measure and record to determine:

- 1) What size of tent do you need for the camping trip?
Students measure 3 or 4 different sized tents and determine how many campers could sleep in one tent.
- 2) How do we fence the garden space?
Sketch and label four different rectangular garden areas with whole-metre sides that have a perimeter of 60m.
- 3) How much water can you carry in your container?
To measure and compare capacities, label 4 empty containers 1 to 4. Fill one of the containers with water. Then pour the water carefully into a litre measure. Record the number of times you can fill the litre. Use this information to estimate the capacity of the container. If you were carrying water for household use from a community tap, how many trips would you need to make?
- 4) Which tools do we use to measure various dimensions at a construction site?
Choose from a variety of tools (centimeter ruler, metre stick, tape measure, carpenter's square) to measure length and width of construction materials such as 2x4s, 2x6s, 2x8s, plywood, drywall, etc.
- 5) What size are the different carpets?
Determine the area and perimeter by measuring 4 different rectangular carpets.
If the perimeter of a carpet is 10 m and one of the sides of the carpet is 2 m long, what are the lengths of the other sides?
- 6) How much do you need of each ingredient in the recipe?
Follow simple recipes to make milkshakes, smoothies, granola, cookies, or muffins.
Measure wet and dry ingredients accurately using the correct kitchen measurement tools.
- 7) How big is the big box? (Students measure packing boxes from large appliances.)
To understanding volume, measure the 3 sides and calculate cubic metres.
Which objects might be measured using cubic metres?
What is the difference in dimensions between different sizes of a refrigerator or freezer?
- 8) How much space do buildings require?
Design an Islamic community or settlement including a mosque, dwellings, a hospital, a library, etc. Consider the space required for roads and traffic flow. Plot the city onto centimetre graph paper and use an appropriate number of squares for each item on the map. Design the community in a well-planned manner. Include a map key to describe the items on the map.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>6. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:</p> <ol style="list-style-type: none"> 1) parallel 2) intersecting 3) perpendicular 4) vertical 5) horizontal <p>[C, CN, R, T, V] [ICT: C6–2.2, P5–2.3]</p> <p>7. Identify and sort quadrilaterals, including:</p> <ul style="list-style-type: none"> • rectangles • squares • trapezoids • parallelograms • rhombuses <p>according to their attributes. [C, R, V]</p>	<ol style="list-style-type: none"> 1. How is the word “horizontal” derived from “horizon”? Where do we see examples of a perfect horizon? 2. Where do we see edges and faces of 3-D natural objects that are parallel, intersecting, perpendicular, vertical and horizontal? 3. Where do we see sides of 2-D shapes in nature that are parallel, intersecting, perpendicular, vertical and horizontal? 4. What relationships can be demonstrated between different sorts of quadrilaterals? 5. <i>How does a repeating pattern of shapes have aesthetic qualities? How is this evident in Islamic architecture?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Exploring Lines in Islamic Architecture

Students will:

- 1) View photographs of mosques, *madrassahs*, and other buildings with characteristic Islamic architecture.
- 2) Choose a picture from a collection of Islamic calendar pictures, posters, and magazines and identify edges and faces of the building that are parallel, intersecting, perpendicular, vertical, and horizontal.
- 3) On transparent vellum or tracing paper fastened securely above the picture, use a ruler and pencil to trace the outlines of the edifice.
- 4) In oral presentation, explain the architectural drawings. Use the accurate terminology to identify the lines of the walls as parallel, perpendicular, horizontal, vertical, etc.
- 5) Display the labeled drawings.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Shape and Space (Transformations)

General Outcome: Describe and analyze position and motion of objects and shapes.

PROGRAM OF STUDIES Grade Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
8. Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes. [C, T, V] [ICT: C6–2.1] 9. Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image. [C, CN, T, V] [ICT: C6–2.1]	6. Where can we see examples of translation, rotation and reflection of shapes in our world? 7. <i>How are tessellations used in Islamic artwork?</i> 8. <i>What inspired Escher's tessellating art?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Tessellations: A Characteristic Feature of Islamic Art

Students will:

- 1) See how tessellations are used in ornamentation and embellishment of Islamic architecture.
- 2) Identify tessellations in tile patterns.
- 3) Examine quilt patterns that tessellate.
- 4) Investigate the tessellating art of M. C. Escher, whose deep interest in tessellations began with his analysis of the tiling in the Alhambra Palace in Granada, Spain.
- 5) Plan a design for a pattern which uses all three types of transformations.
- 6) Start with the smallest unit. Make a cardboard template. Draw its outline on graph paper.
- 7) Perform a single transformation (translation, rotation or reflection) of the 2-D template and draw the image. Continue to fill the area
- 8) Record the coordinates as they draw images.
- 9) Display the tessellating patterns.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems.

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
1. Differentiate between first-hand and second-hand data. [C, R, T, V] [ICT: C1–2.2, P5–2.3] 2. Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V] [ICT: C6–2.2, P5–2.3]	1. What are examples of first hand and second hand data? <i>How does this relate to primary and secondary sources in texts? What examples do we have of this with Islamic teachings? What is the first-hand source of Islamic knowledge?</i>

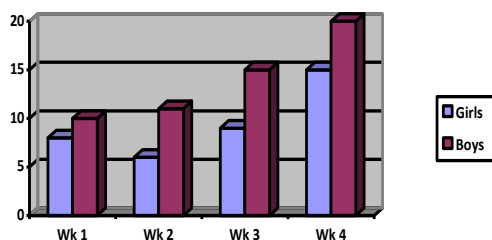
SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Using Data to Draw Conclusions: What is meaningful information?

Students will:

- 1) Examine their opportunities to be outdoors. Discuss:
 - *How do children spend their time? Do we have enough time outdoors?*
 - *Do we have enough time for opportunities to experience nature “in” nature?*
 - *Does being outside necessarily mean we will be in nature?*
- 2) As a group, determine what data we can collect about being outdoors.
- 3) Decide on a good question.
e.g., *How many hours do you spend outdoors in a week?*
- 4) Decide on the population sample.
We will compare girls and boys in the school.
- 5) Collect data to answer the question. Tally answers in a chart. Discuss if this was first or second-hand data.
- 6) Construct double bar graph to display the collected data.

Outdoor over 2 months:



- 7) Interpret the graph to draw conclusions. Discuss:
 - *Who spent more time outside?*
 - *Who spent the least amount of time outside?*
 - *What changes do we see in the amount of time outside over the 2 months?*
- 8) Reflect on what has been learned.
 - *How can we bring more outdoor “nature time” into our day?*
 - *Why is it important to see the wide sky, smell fresh air, and touch the earth often?*

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 5 **SUBJECT:** Mathematics

STRAND: Statistics and Probability (Chance and Uncertainty)

General Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

PROGRAM OF STUDIES Grade 5 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>3. Describe the likelihood of a single outcome occurring, using words such as:</p> <ul style="list-style-type: none"> • impossible • possible • certain <p>[C, CN, PS, R]</p> <p>4. Compare the likelihood of two possible outcomes occurring, using words such as:</p> <ul style="list-style-type: none"> • less likely • equally likely • more likely. <p>[C, CN, PS, R]</p>	<p>1. <i>What do I believe about how things that happen in this life and the next?</i></p> <ul style="list-style-type: none"> • <i>Is anything impossible?</i> • <i>Is everything possible?</i> • <i>Can we be certain?</i> <p>2. What events are more likely to happen than others?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Problems of Uncertainty: Do things happen by chance?

Students will:

- 1) Ask the question: Does anything happen by chance?
- 2) Listen to the story of AbdulMuttalib who went to the soothsayer about his dilemma and was advised to use divining arrows to get an answer.
 - Did the arrows fall by chance?*
 - How did he get an answer?*
 - How did he confirm the answer?*
 - Was he certain about the answer?*
- 3) List several miracles of the prophets.
- 4) Ask questions about the likelihood of a happening. Use the terms (impossible, possible, certain, less likely, equally likely, more likely).
 - Describe the likelihood of the happening of the miracle?
 - Describe the likelihood of the birth of Prophet ‘Isa, peace be upon him?
- 5) Can we always explain why things happen?
- 6) Reflect on the role of faith in understanding uncertainty.

Resources: The story of AbdulMuttalib is told in Track 3 “The Long Lost Waters of ZamZam” on the CD *A Mercy to the Worlds* by Mehded Maryam Sinclair, 2010.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 5 **SUBJECT:** Social Studies

UNIT: **5.1 Physical Geography of Canada**

General Outcome:

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Values and Attitudes <i>Students will:</i> 5.1.1 value Canada’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate the variety and abundance of natural resources in Canada (ER, LPP) • appreciate the diversity of geographic phenomena in Canada (LPP) • appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP) • appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP) • appreciate the influence of the natural environment on the growth and development of Canada (LPP) • demonstrate care and concern for the environment through their choices and actions (GC, LPP) • appreciate the geographic vastness of Canada (LPP) <p>Knowledge and Understanding <i>Students will:</i> 5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What are the major geographical regions, landforms and bodies of water in Canada? (LPP) • How do landforms, bodies of water and 	<ol style="list-style-type: none"> 1. What does it mean to <u>critically</u> examine the physical geography of Canada? 2. Why was everything in the landscape not created the same? 3. What difference does change in topography make to weather, the water cycle, water sheds, etc.? 4. <i>How do people interact with the environment? How do I interact with it? Do I have a personal approach or position? Is this a faith position?</i> 5. <i>What stories in the Qur’an narrate people’s interaction with the environment?</i> 6. Do I value the natural environment? How do I demonstrate this? 7. Do I have a different attitude about the environment in other parts of the world? 8. Is there any natural environment to which I feel intimately connected? How do I describe it? 9. Which senses do we use most to describe a place we know well? 10. How does topography change? 11. Why or why not should Canada’s natural resources be conserved?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>natural resources affect the quality of life in Canada? (LPP)</p> <ul style="list-style-type: none"> • How have natural disasters and severe weather been part of Canada’s physical geography? (LPP, TCC) • What are the differences and similarities among the geographical regions of Canada? (LPP) • How is the geographical region they live in different from other regions of Canada? (LPP) • What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP) • How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP) <p>5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP) • How are natural resources used, exchanged and conserved in Canada? (ER, LPP) • Whose responsibility should it be to ensure the preservation of Canada’s national parks and protected areas? (C, ER, LPP) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Connecting with Canada, Our Home and Glorious Land**

Students will:

- 1) Listen to stories of the land and people across Canada. Become familiar with images of the land and the way people live in each region.
Learn about the distinguishing features of each region.
- 2) Work with an outline map as a template and show different features, using a legend for each regional map.
 - physical geographic features, with major landforms, rivers and bodies of water
 - provinces and major cities
 - natural resources
 - national parks
 - economic development
- 3) Investigate the history of Canada's national parks. *When and why were they established? What makes each park special? What wildlife and plant species live there?*
- 4) Connect with the geographical place where we live. Learn about the people that live and work here, especially the people whose work is connected to the land and natural resources. Write a brief report about one of the regions.
*How is the local economy determined by the local geography?
What do the local farmers produce, and how do they raise animals and grow crops?
What are the lands claims issues and status of First Nations and Metis settlements?
What characteristics are remarkable about the nearest national parks?
How do natural resources "fuel" a significant part of local economic development?
How do people feel about being Canadian?*
- 5) Reflect on the Islamic role of *khalifa* and stewardship of the land.
- 6) Make a multimedia presentation to combine scenery photos of Canada, slides with descriptive text and artful sound (possible use a recorded recitation of the 99 Beautiful Names of Allah or suitable verses from the Qur'an).

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 5

SUBJECT: Social Studies

UNIT: 5.2 Histories and Stories of Ways of Life in Canada

General Outcome: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada’s heritage.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Values and Attitudes <i>Students will:</i> 5.2.1 appreciate the complexity of identity in the Canadian context:</p> <ul style="list-style-type: none"> • recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC) • acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC) • acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC) • acknowledge British influence and presence in Canada (CC, I, TCC) • acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC) • recognize how changes in society can affect identity (CC, I) <p>Knowledge and Understanding <i>Students will:</i> 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP) • How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC) • How were the natural environment and geography of each region of Canada determining 	<ol style="list-style-type: none"> 1. Who writes history? What difference does it make? 2. Do our history texts all tell the same history? What are the differences? 3. How do I find my place on the timeline of Canadian history? 4. How does my heritage and history help me understand who I am? 5. Is our present the result of our past? 6. Why do some cultures have more oral tradition than others? 7. Why is it important to recognize the culture and history of other people? 8. What does “the evolution of Canada” mean? What is the “progress” of a nation? 9. <i>Can we talk about history as a progress narrative? What is the Islamic worldview of history?</i> 10. <i>In what ways do Canada’s Aboriginal people have a sense of amanah for the land? What does the concept of khalifa have in common with Aboriginal beliefs regarding the relationship between people and the land?</i> 11. How did the ways of life differ for Aboriginal people, fur traders, United Empire Loyalists, and settlers in New France and Upper Canada? 12. How did non-European immigrants shape ways of life in western Canada? 13. How were immigrants affected by

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)</p> <ul style="list-style-type: none"> • What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP) • In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC) <p>5.2.3 examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC) • What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC) <p>5.2.4 examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC) • How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM) • What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER) <p>5.2.5 examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC) • How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP) <p>5.2.6 examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do stories of Irish and Scottish immigrants 	<p>pressures to conform in western Canada?</p>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>tell us about their heritage and presence in Canada? (CC, I, TCC)</p> <ul style="list-style-type: none"> • What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC) <p>5.2.7 examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM) • How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM) <p>5.2.8 examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC) • What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP) • How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I) <p>5.2.9 examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC) • How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Telling the Stories of our Heritage**

Students will:

- 1) Interview elders about their early life in Canada. Visit them, or invite them to the classroom. Encourage them to share memories and memorabilia of their own lives.
How do their stories contribute to their sense of identity?
- 2) Record their stories in writing. Include photographs and captions.
- 3) Contribute their stories to a class book. (For an example, see the stories of Edmonton's Lebanese community in Richard Asmet Awid's book *Through the Eyes of the Son: A Factual History about Canadian Arabs, 2000.*)
- 4) Celebrate the stories – invite all the interviewees for a book launch and presentation.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 5

SUBJECT: Social Studies

UNIT: 5.3 Canada: Shaping an Identity

General Outcome:

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Values and Attitudes <i>Students will:</i> 5.3.1 appreciate how changes impact citizenship and identity:</p> <ul style="list-style-type: none"> • recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM) • recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC) • recognize the historical significance of French and English as Canada’s official languages (C, I, PADM) <p>Knowledge and Understanding <i>Students will:</i> 5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How did John A. Macdonald and George-Étienne Cartier contribute as partners of Confederation? (TCC, PADM) • How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada’s two official languages? (I, C, PADM) • How did the building of Canada’s national railway affect the development of Canada? (CC, ER, PADM) • Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM) <p>5.3.3 assess, critically, how the Famous Five</p>	<ol style="list-style-type: none"> 1. Does Canada have a collective identity? If yes, what is it? 2. <i>Does the Muslim community in Canada have a collective identity? If yes, what is it?</i> 3. What key events happened in a given time period and what is their historical context? 4. How can I work together with other Canadians to achieve a goal? What can I contribute? 5. How does volunteering demonstrate commitment to the well-being of the community? 6. Are all perspectives of an issue presented in the media? Are all perspectives valid? How do I know what to believe? 7. <i>What kinds of changes in Canada’s history have impacted the citizenship and identity of Muslims in Canada? How has Muslim identity changed?</i> 8. How does the larger community affect the individual? How does the individual affect the community? 9. <i>Where have the stories of Canada’s Muslim communities been documented?</i> 10. <i>What role does ‘back home’ play in the shaping of identity for Muslim immigrants in Canada? How does that change with subsequent generations?</i> 11. What kind of language is respectful/ not respectful of human diversity? 12. What is the difference between appreciation and tolerance of other

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>brought about change in Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Who were the Famous Five? (LPP, TCC) • How did they identify the need for change in Canadian laws? (C, I, PADM) • How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM) <p>5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP) • In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC) • How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC) <p>5.3.5 assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC) • How did Lester B. Pearson’s initiative within the United Nations contribute to Canada’s identity as a peacekeeping country? (GC, I, PADM) • How did the adoption of the Canadian flag affect collective identity within Canada? (I, LPP) • How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM) • How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity? (I, PADM) • What factors led to the creation of Nunavut? (I, CC, LPP, PADM) 	<p>people? Is there a limit to tolerance?</p> <p>13. How have economic and political changes impacted how Canadians live?</p> <p>14. For what different reasons have people immigrated to Canada? Has it been different for people in the various regions of Canada?</p> <p>15. Did Canada become the land of opportunity that so many newcomers sought?</p> <p><i>16. What material challenges are there for Muslims in Edmonton? How does IFSSA help needy families?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Exploring Events over Time: A Timeline of our Heritage**

Students will:

- 1) In guided discussion, construct a timeline in the classroom that will be a visual focus for an ongoing study of our place in the continuum of time. It can take the form of a banner on one wall or around the classroom. Investigate topics such as:

- First Nations tribes and regions
- Travels of the voyageurs and coureurs de bois
- Trading posts of the fur trade
- European exploration of North America
- Forts established by the NorthWest Mounted Police
- Immigration from Europe
- Immigrants from other parts of the world
- Building of the railway
- The underground railway
- Migration across Canada

Visit <http://www.histori.ca> and other online sites.

(Be sure to see the fold-out timeline in *1001 Inventions: Muslim Heritage in Our World*, 2000, pp. 324-329.)

- 2) Discuss to have students suggest the placement of basic dates of Canadian history, then include events, personalities, and social changes as they impacted Canada such as:

- John Cabot lands in Newfoundland.
- Jacques Cartier explores Eastern Canada.
- French colonies in Montreal and Quebec. Acadians colonize Maritimes.
- British forces defeat French forces on the Plain's of Abraham.
- Birth of Confederation in 1867 (British North American Act).
- Canada becomes a Dominion. Statute of Westminster is signed into law.
- Completion of Trans-Canadian Railways.
- Louis Riel's challenge to British authorities and his subsequent trial.
- The Great Depression.
- Events of World War II.
- Royal Canadian Mounted Police is formed.
- Women win the right to vote.
- Adoption of Canadian flag
- Charter of Rights and Freedoms becomes law in 1982.
- Establishment of official bilingualism during the Trudeau years.
- War of 1812. The US is repelled in their invasion of Canada.
- Important contributions of Canadian prime ministers.
- Newfoundland agrees to join the Canadian Federation in 1949.

- The Winnipeg General Strike.
 - Discovery of gold in the Yukon.
 - Creation of Nunavut.
- 3) Colour code the timeline to visually distinguish events that impacted Muslim communities in Canada. Discuss the connections to the global Muslim *Ummah*.
- 4) Discuss some of the Canadian migration patterns, transportation routes, demographic shifts, environmental changes, etc. to demonstrate the dynamic nature of people in Canada over time.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 5 **SUBJECT:** Science

UNIT: **Topic A:** Electricity and Magnetism

General Learner Expectations:

5-5: Students will: Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize and appreciate the potential dangers involved in using sources of electrical currents: <ul style="list-style-type: none"> • understand that household electrical currents are potentially dangerous and not a suitable source for experimentation • understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits • understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries. 2. Describe and demonstrate example activities that show that electricity and magnetism are related: <ul style="list-style-type: none"> • demonstrate that electricity can be used to create magnetism • demonstrate that a moving magnet can be used to generate electricity. 3. Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses. 4. Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit. 5. Distinguish electrical conductors—materials that allow electricity to flow through them—from insulators—materials that do not allow electricity to flow through 	<ol style="list-style-type: none"> 1. Where does electricity occur naturally in the environment? 2. Is it possible to harness the electricity that occurs naturally? How? 3. How does electricity help us? 4. Is it important to conserve electricity? Why? 5. What is in the nature of materials that makes them electrical conductors or act as insulators? 6. Why do we need to be careful and know what we are doing when working with electricity? 7. How can we observe that electrical wires have magnetic fields? What other evidence might there be? 8. Do power lines affect the natural environment? 9. What activities help us learn about the relationship between electricity and magnetism? 10. <i>Is electricity a part of creation? Did people invent it?</i> 11. <i>Does electricity have power of its own?</i> 12. <i>How do people approach electricity? With awe and wonder? As a tool? As a thing of play? As something to be harnessed? What changes attitude towards electricity?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>them.</p> <p>6. Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity.</p> <p>7. Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor.</p> <p>8. Recognize that the amount of electricity we use in our homes is measured in kilowatt hours.</p> <p>9. Interpret and explain:</p> <ul style="list-style-type: none"> • the reading on a household electrical meter • efficiency labels on electrical appliances. <p>10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Electricity and Magnetism: Safe Use of Power

Students will:

- 1) Listen to an electrician speak about the need for safety in his or her job. Ask questions about how an electrician can not make mistakes in his work.
- 2) Design a safety postcard with a reminder to have good safety habits. (Possibly send them as thank you notes to the classroom visitor.)
- 3) Explore electricity and magnetism in a variety of interactive learning stations:
 - How are electricity and magnetism related?
Demonstrate how electricity can create magnetism.
Demonstrate how a moving magnet can be used to generate electricity.
 - What is the evidence of magnetic fields around magnets and current-carrying wire?
Sprinkle iron filings. Use a compass.
 - What makes a good conductor and a good insulator of electricity?
Experiment with different materials in a simple circuit.
 - How can we make an electrical circuit?
Construct a simple electrical circuit with a switch.
- 4) Use a circuit diagram to construct a light with a switch.
- 5) Draw a circuit diagram that includes symbols for switches, power sources, resistors, lights and motors.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 5 **SUBJECT:** Science

UNIT: **Topic B:** Mechanisms Using Electricity

General Learner Expectations:

5-6: Students will: Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Identify example applications of electrical devices in the school and home environment, and classify the kinds of uses. Categories of electrical use may include such things as: heating, lighting, communicating, moving, computing. 2. Design and construct circuits that operate lights and other electrical devices. 3. Recognize the importance of switches and other control mechanisms to the design and operation of electrical devices, and identify purposes of switches in particular applications. 4. Construct and use a variety of switches. 5. Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans. 6. Design and construct a burglar alarm. 7. Demonstrate different ways of lighting two lights from a single power source, and compare the results. Students should recognize that wiring two bulbs in series makes both bulbs glow less brightly than if the bulbs are wired in parallel. Students may demonstrate this knowledge operationally and do not need to use the terms series and parallel. 8. Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter than it would if parallel wiring were used. 9. Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements. 	<ol style="list-style-type: none"> 1. What is a circuit? 2. What is the difference between series and parallel circuits? Why would there be these two kinds of circuits? 3. How does electricity enhance/disadvantage our lives? 4. What has changed in the way people live since the use of electricity? 5. What is appropriate technology? 6. How did people live before the age of electricity? How were lifestyles different? 7. What does it mean to live off the grid? 8. What devices can be powered with electricity? 9. What is purposeful in having things run on electricity? 10. What are the limits to electricity and its use? 11. What is the source of electricity? 12. <i>What is the role of khalifa towards electricity? Are we meant to be unlimited consumers of power?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Design devices for an Islamic Science and History Fair**

Explore the development of scientific and technological innovation to understand Muslim contributions in science and technology..

See ideas at:

<http://www.histori.ca/fairs/>

<http://www.muslimheritage.com>

1001 Inventions: Muslim Heritage in Our World by Salim T. S Al-Hassani, 2006

Students will:

1. Explore and examine devices of al-Jazari and BanuMusa Brothers to design a device that uses an electrical current.
2. In guided group discussion, share ideas for how their ideas and devices can be presented in the Islamic Science and History Fair.
3. Plan to construct and then research their chosen topic in Islamic science and civilization.
4. Either individually or in groups, develop their project and explain its principles and construction. Cite research sources. Determine a theme of key points of the mechanism that uses electrical current. Provide a written report and construct a model. Demonstrate it's application using several media.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 5

SUBJECT: Science

UNIT: Topic C: Classroom Chemistry

General Learner Expectations:

5-7: Students will: Describe the properties and interactions of various household liquids and solids, and interpret their interactions.

<p align="center">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize and identify examples of the following kinds of mixtures: <ul style="list-style-type: none"> • two or more solids; e.g., sand and sugar • a solid and a liquid; e.g., sugar and water • two or more liquids; e.g., milk and tea. 2. Apply and evaluate a variety of techniques for separating different materials. 3. Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from solution. 4. Demonstrate a procedure for making a crystal. 5. Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids. 6. Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air. 7. Distinguish reversible from irreversible changes of materials, and give examples of each. 8. Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances. 9. Use an indicator to identify a solution as being acidic or basic. 	<ol style="list-style-type: none"> 1. Why do we need different techniques to separate different materials from each other? 2. <i>How do the different properties and characteristics of substances reflect their Creator? In other words, how can we see them as signs that help us remember God?</i> 3. What faculties do we use to distinguish between different substances? 4. Why does ice float? What difference does that make to life on earth? 5. <i>Why are crystals beautiful?</i> 6. <i>Why is water important for life? Reflect on Surah al-Anbiya 21:30...we made every living thing out of water.</i> 7. What is the significance of the properties of the surface of water? 8. How does the content of a substance affect its nutritional value? Why are some substances food and others are not? Why can we not eat everything? 9. Define toxicity. How do toxic substances affect us? 10. How does soil that is acidic or basic affect plant growth? 11. Why is balance important? 12. <i>How does the interaction of substances reflect cosmic harmony?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Investigating Substances: Alchemy in Islamic Tradition**

Students will:

- 1) Demonstrate an understanding of the root of the word “chemistry” (the Arabic *alkimia*.)
- 2) Research the work of Muslim chemists in Islamic tradition:
 - Jabir ibn Hayyan (722-815CE), who perfected sublimation, liquefaction, crystallization, distillation, purification, amalgamation, oxidation, evaporation, and filtration. “The first essential in chemistry is that you should perform practical work and conduct experiments... do experiments so that you may acquire knowledge.”
 - Al-Kindi (801-873), who wrote the *Book of the Chemistry of Perfume and Distillations*.
 - Al-Razi(865-ca925CE), who designed, described and used laboratory instruments for distillation, calcinations and crystallization in his *The Book of the Secret of the Secrets*.
- 3) Investigate the properties of various liquids and solids in purposeful experiments done to answer specific questions which were asked by alchemists in Islamic tradition, such as:
 - *How can solid matter be removed from dirty water?*
 - *How can water be purified of harmful substances?*
 - *How can salt be removed from seawater?*
 - *How can a sugar crystal be made from a solution of sugar water?*
 - *How can we test soil to see if it is acidic?*
- 4) Choose one question and perform an appropriate experiment. Record the experiment according to lab protocols.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 5 **SUBJECT:** Science

UNIT: **Topic D:** **Weather Watch**

General Learner Expectations:

5-8: Students will: Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth’s surface.

5-9: Students will: Investigate relationships between weather phenomena and human activity.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures. 2. Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool. 3. Demonstrate methods for measuring wind speed and finding wind direction. 4. Describe evidence that air has moisture and that dew and other precipitation come from moisture in the air. 5. Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow. 6. Measure at least four different kinds of weather phenomena. Either student constructed or standard instruments may be used. 7. Record weather over a period of time. 8. Identify some common types of clouds, and relate them to weather patterns. 9. Describe the effects of the Sun’s energy on daily and seasonal changes in temperature— 24-hour and yearly cycles of change. 10. Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates. 11. Understand that climate refers to long term weather trends in a particular region and that climate varies around the world. 12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect. 13. Appreciate how important it is to be able to forecast weather and to have suitable clothing or 	<ol style="list-style-type: none"> 1. How is our weather a constant interplay of balancing environmental factors? How does topography affect weather systems? 2. Why doesn’t everyone on earth have the same weather patterns? 3. <i>What references are made in the Qur’an to wind and rain?</i> 4. <i>How did the winds obey King Sulaiman? Read ayat in the Qur’an al-Anbiya 21:81; Saba’ 34:12; Sad 38:36.</i> 5. Why are weather phenomena always changing? 6. Do my actions contribute to climate change?

PROGRAM OF STUDIES Grade 5 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS:
shelter to endure various types of weather. 14. Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions; e.g., water resistance, wind resistance, protection from cold.	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

The Water in the Weather Game and Tracking the Weather

Students will:

- 1) Listen to a read-aloud selection about the water cycle. Discuss the relationship of weather to the water cycle. Think about how these concepts could be taught to younger students.
- 2) Play “the Water Game” with a group of younger children. (See pp. 136- 140 in *Teaching Green*.) (The water cycle is introduced in Gr.2 science curriculum.)
 - Walk the outdoor boundaries to show the game area.
 - Begin at home base, “the hydro dam”.
 - Players must find 12 hidden placards, each denoting a form of water (rain, snow, fog, sleet, etc.) and mark the appropriate square on their game card.
 - Players collect or lose points in the game as they move around the water cycle and through different weather.
 - In the game, each player has 2 wooden sticks, “raindrops” which in total represent the world’s fresh water supply, which can be tagged or lost to pollution during the game. At the end of the game, all water drops will need to be counted, to show that water never disappears but changes form as it goes through the water cycle. Tally points accumulated.
 - i) 0 to 9 points – you were stuck in a glacier for thousands of years as ice
 - ii) 10 to 20 points – you went through the water cycle
 - iii) 20 or more – you stormed through extreme conditions
 - Add new elements to the game by introducing weather conditions like wind, heat, and cold which impact movement in the water cycle.
 - After the game, describe different kinds of precipitation and weather phenomena. that were experienced. Discuss using accurate terminology such as: *hurricane, blizzard, drought*
- 3) Describe the Alberta climate.
- 4) Track the weather for two weeks. Record observations in numbers and graphs.
- 5) Reflect on how water is essential for life on earth.

Resources: “The Water Game” on pp. 136- 140 in *Teaching Green* by Tim Grant, 2005.
The Water Hole by Graeme Base, 2001
A Drop of Water: A Book of Science and Wonder by Walter Wick, 1997
A Drop of Mercy, The Water Cycle by Shahbtun Abubakar, 2004

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 5 **SUBJECT:** Science

UNIT: **Topic E:** Wetland Ecosystems

General Learner Expectations:

5-10: Students will: Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 5 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen. 2. Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water. 3. Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals. 4. Identify and describe adaptations that make certain plants and animals suited for life in a wetland. 5. Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community. 6. Identify the roles of different organisms in the food web of a pond: <ul style="list-style-type: none"> • producers—green plants that make their own food, using sunlight • consumers—animals that eat living plants and/or animals • decomposers—organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living. 7. Draw diagrams of food chains and food webs, and interpret such diagrams. 8. Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each. 9. Identify human actions that can threaten the 	<ol style="list-style-type: none"> 1. <i>How do all parts of an ecosystem interact? How does this reflect rubiyaat (the creation and sustenance of all living things)?</i> 2. Does every part of an ecosystem have a function? 3. <i>What does it mean in an ecosystem if we believe that “every leaf doth fall with His knowledge...” (An’am 6:59)?</i> 4. <i>What is the Qur’anic worldview about complexity of life forms?</i> 5. How can metamorphosis in the lifecycle of a creature occur? 6. <i>What did Charles Darwin say about evolution of life forms and what is the Islamic response to his theory?</i> 7. How do people and their activities affect wetland ecosystems? 8. How difficult is it to change wetlands to dry land? What other factors of the environment are affected? 9. <i>How does change in one part affect all other parts? How does this reflect tawhid?</i> 10. <i>What is the role of human beings as khalifa? How can we be stewards of the wetlands?</i>

PROGRAM OF STUDIES Grade 5 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS:
<p>abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.</p> <p>10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats.</p> <p>11. Recognize that changes in part of an environment have effects on the whole environment.</p>	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Everything Affects Everything: Web of Life in the Wetlands

Students will:

- 1) Investigate a wetlands environment through texts and experience.
- 2) Identify the living things of the wetlands.
- 3) On a set of cards name and picture each living thing on a card. Provide at least 1 card/student.
- 4) Each student receives an index card with the name and picture of a wetland animal or plant and lays it in front of them. "You are a salamander, you are a muskrat..., etc."
- 5) Create a class web to show connections: The facilitator gives the starting player the end of a ball of strong cord; the web of life begins construction saying, "what eats a mosquito, or what does a mosquito eat?" Someone answers, "Frogs eat mosquitoes." "What else does a frog eat, or what eats a frog?" The facilitator unwinds the string to give to the "frog." Hand the string to others to connect the circle of players. If the group gets stuck, the string can always go back to "bacteria," which decomposes any dead matter. The Web of Life soon resembles an intricately connected spider web.
- 6) Demonstrate understanding of negative impacts on the food chain: "*What happens when a species is threatened? What happens when birds eat DDT, and their eggs become so thin they can't reproduce?*" All the birds gently tug on their string and everyone feels the connection.
- 7) The facilitator walks around the outside of the circle and designates to everyone a number from 1 to 4.
- 8) A small person is instructed to lie down on the centre of the web of strings.
- 9) Show how the web of life is strong enough to support a human being: Everyone stands up with their string. Raise the person slightly above the ground.
- 10) Show a one-quarter loss of biodiversity: Say "all number 3's drop their strings." The web goes limp and the person in the middle of the web of strings drops to the ground.
- 11) Then each person finds a quiet spot, and writes an intention to do something to help preserve the web of life.

For further ideas, see p.100-103 in *As if the Earth Matters* by Thom Henley, 2006.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 6

SUBJECT: English Language Arts

General Outcome:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p><i>1.1 Discover and Explore</i> Express ideas and develop understanding</p> <ul style="list-style-type: none"> • use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests • read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts • engage in exploratory communication to share personal responses and develop own interpretations <p>Experiment with language and forms</p> <ul style="list-style-type: none"> • experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences <p>Express preferences</p> <ul style="list-style-type: none"> • assess a variety of oral, print and other media texts, and discuss preferences for particular forms <p>Set goals</p> <ul style="list-style-type: none"> • assess personal language use, and revise personal goals to enhance language learning and use <p><i>1.2 Clarify and Extend</i> Consider the ideas of others</p> <ul style="list-style-type: none"> • select from the ideas and observations of others to expand personal understanding <p>Combine ideas</p> <ul style="list-style-type: none"> • use talk, notes, personal writing and 	<ol style="list-style-type: none"> 1. <i>What is fitrah and how is it affected by lifestyle? Why are our inner resources purest at birth?</i> 2. <i>What do the inner resources which we have been given contribute our learning? al-qalb (the heart), al-‘aql (the intellect), al-nafs (loosely translated as the soul), al-hawas (the five senses). How does each of them contribute distinct dimensions to our being?</i> 3. <i>How do the two kinds of ‘aql, the rational and the intuitive, help us distinguish between what is true and what is false?</i> 4. <i>How does Islam encourage us to learn that which is useful?</i> 5. <i>Why is it important to evaluate the usefulness of ideas, techniques and texts in terms of present understanding?</i> 6. <i>Why is it important to connect prior knowledge with new learning?</i> 7. <i>Why is it important to communicate with others?</i> 8. <i>Are we innately curious? Does our sense of curiosity change as we grow?</i> 9. <i>How can setting goals help achieve language learning?</i>

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
representing, together with texts and the ideas of others, to clarify and shape understanding Extend understanding <ul style="list-style-type: none"> • evaluate the usefulness of new ideas, techniques and texts in terms of present understanding 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Exploring Ingenuity in the House of Wisdom: The Islamic Science and History Fair

Explore the development of scientific and technological innovation to understand Muslim contributions in science and technology..

Students will:

1. Explore and examine devices of al-Jazari and BanuMusa Brothers to design a device that uses an electrical current.
2. In guided group discussion, share ideas for how their ideas and devices can be presented in the Islamic Science and History Fair.
3. Plan to construct and then research their chosen topic in Islamic science and civilization.
4. Either individually or in groups, develop their project and explain its principles and construction. Cite research sources. Determine a theme of key points of the mechanism that uses electrical current. Provide a written report and construct a model. Demonstrate it's application using several media.

<http://www.histori.ca/fairs/>

<http://www.muslimheritage.com>

1001 Inventions: Muslim Heritage in Our World by Salim T. S Al-Hassani, 2006

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 6

SUBJECT: English Language Arts

General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>2.1 Use Strategies and Cues</p> <p>Use prior knowledge</p> <ul style="list-style-type: none"> • combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information • apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • identify, and explain in own words, the interrelationship of the main ideas and supporting details • preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading • use definitions provided in context to identify the meanings of unfamiliar words • monitor understanding by evaluating new ideas and information in relation to known ideas and information <p>Use textual cues</p> <ul style="list-style-type: none"> • use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information • identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context • integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and 	<ol style="list-style-type: none"> 1. When is it possible for another person to explain someone else's actions? 2. <i>Is it always possible to understand someone's actions? Reflect on the Qur'anic story of how Prophet Musa tried to understand Khidr's actions as they traveled together.</i> 3. <i>What are similarities and differences in the stories of the different prophets and the message they brought to their people?</i> 4. How do I decide which forms of writing and ideas are appropriate to the audience and purpose of my writing? 5. What unfamiliar words can I understand by knowing their linguistic background? <i>For example, which English words are rooted in Arabic, or other languages spoken in the Muslim world?</i> 6. <i>How do Arabic and English books compare in terms of organization, predictability of the text within, and context clues?</i> 7. <i>How can I comprehend seemingly unrelated ideas in the Qur'anic text by understanding thematic threads?</i> 8. <i>What is the artistry of the text in the Qur'an?</i> 9. <i>How do the sounds, rhythms, words, word patterns and rhymes</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>structural analysis to read unfamiliar words in texts of increasing length and complexity</p> <p>Use references</p> <ul style="list-style-type: none"> • choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts <p>2.2 Respond to Texts</p> <p>Experience various texts</p> <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances • explain own point of view about oral, print and other media texts • make connections between own life and characters and ideas in oral, print and other media texts • discuss common topics or themes in a variety of oral, print and other media texts • discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose <p>Construct meaning from texts</p> <ul style="list-style-type: none"> • observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community • summarize oral, print or other media texts, indicating the connections among events, characters and settings • identify or infer reasons for a character’s actions or feelings make judgments and inferences related to events, characters, setting and main ideas of oral, print and other media texts • comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • explain how metaphor, personification and synecdoche are used to create mood and mental images • experiment with sentence patterns, imagery and exaggeration to create mood and mental images • discuss how detail is used to enhance character, 	<p><i>in the Qur’an help us to memorize it?</i></p> <p>10. <i>How can we explore various texts from a variety of genres to enhance our experience of Islamic tradition?</i></p> <p>11. <i>How can we understand the ways in which the Qur’an describes itself: al-Qur’an (recitation), al-Furqan (criterion), Tanzil (sent down), Dhikr (remembrance), al-Kitab (book), al-Nur (light), al-Huda (guidance), Rahmah (mercy), Majid (glorious), Mubarak (blessed), Nadhir (warner), Bashir (glad tidings)?</i></p> <p>12. <i>How are the qasas (stories) of prophets in the Qur’an retold in different ways in various forms of text and media?</i></p> <ul style="list-style-type: none"> • <i>translations from the Qur’an</i> • <i>storybooks for children</i> • <i>poetry</i> • <i>animated cartoons</i> • <i>movies</i> <p>13. <i>How do the different media emphasize different aspects of the stories? Do the different stories still have the same content, message, and intent?</i></p>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>setting, action and mood in oral, print and other media texts</p> <p>2.3 Understand Forms, Elements and Techniques</p> <p>Understand forms and genres</p> <ul style="list-style-type: none"> • identify key characteristics of a variety of forms or genres of oral, print and other media texts • discuss the differences between print and other media versions of the same text <p>Understand techniques and elements</p> <ul style="list-style-type: none"> • discuss the connections among plot, setting and characters in oral, print and other media texts • identify first and third person narration, and discuss preferences with reference to familiar texts • explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts • identify strategies that presenters use in media texts to influence audiences <p>Experiment with language</p> <ul style="list-style-type: none"> • alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> • choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> • use literary devices, such as imagery and figurative language, to create particular effects <p>Structure texts</p> <ul style="list-style-type: none"> • determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts • express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Exploring Primary and Secondary Texts: How is the story told?**

Students will:

- A. 1) Read a variety of texts that tell the stories of the prophets in:
- Qur'anic text
 - translation of the Qur'an
 - storybook for children
 - poetry
 - animated cartoon
 - movie
- 2) In guided group discussion, explore and classify the variations in the same stories. Identify the original stories and the added details. Critique embellishments various authors have added and report on these. Distinguish between primary and secondary sources.
- B. 1) Choose one prophet and read the *ayat* in the Qur'an which refer to the story of this particular prophet. For example, the story of Prophet Nuh and the flood appears in at least 13 different places in the Qur'an; each time different aspects of the story are told. Refer to *Lives of the Prophets* by Elma Harder, 1999.
- 2) Use various reference tools like Qur'anic dictionaries, concordance, online search tools and websites to investigate primary sources.
- 3) Identify metaphor and synecdoche used in the Qur'an and examine literary devices employed by authors in re-telling the stories in other texts.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 6

SUBJECT: English Language Arts

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>3.1 Plan and Focus Focus attention</p> <ul style="list-style-type: none"> distinguish among facts, supported inferences and opinions use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation <p>Determine information needs</p> <ul style="list-style-type: none"> decide on and select the information needed to support a point of view <p>Plan to gather information</p> <ul style="list-style-type: none"> develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation <p>3.2 Select and Process Use a variety of sources</p> <ul style="list-style-type: none"> locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet <p>Access information</p> <ul style="list-style-type: none"> use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information skim, scan and read closely to gather information <p>Evaluate sources evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> organize ideas and information using a 	<ol style="list-style-type: none"> Why is it important to distinguish among facts, supported inferences and opinions? <i>Do facts always represent the Truth?</i> How can I recognize bias? How do I ask the right questions? When I am learning something new, do I strive to cover the topic, or uncover it? Does research “uncover” new information? What are the enduring understandings that will not fade or change? What tools can I use to access information? How do I gain access to primary source materials? Why are primary source materials sometimes difficult to access? What is the difference between primary and secondary sources? <i>What are primary sources in Islam?</i> How can graphic organizers help to conceptualize ideas? How do I know which graphic organizer to use for a certain concept? How can I prioritize information about a topic? How do I identify a) the “big idea” or enduring understanding of a topic, b) which other information is important to know and c) which information supports the main idea and is worth knowing? How do I recognize knowledge which is of no use? Do I use a variety of sources to locate information and why is it important to “survey the field”?

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence</p> <ul style="list-style-type: none"> • organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions <p>Record information</p> <ul style="list-style-type: none"> • make notes on a topic, combining information from more than one source; use reference sources appropriately • use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning • quote information from oral, print and other media sources <p>Evaluate information</p> <ul style="list-style-type: none"> • evaluate the appropriateness of information for a particular audience and purpose • recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose <p>3.4 Share and Review</p> <p>Share ideas and information</p> <ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as • multi-paragraph reports, question and answer formats and graphs • select appropriate visuals, print and/or other media to inform and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> • establish goals for enhancing research skills 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Researching Islamic Heritage: Personalities from the Past**

Students will:

- 1) In guided discussion, explore a topic and possible personalities to be investigated. For example, students can research:
 - Abbas Ibn Farnas, maker of a flying machine and blown glass
 - Al-Battani, who made precise astronomical measurements
 - Al-Idrisi, cartographer who showed the earth was round
 - Al-Jazari, an outstanding mechanical engineer
 - Al-Kindi, an encyclopaedic man
 - Ibn Khaldun, historian and sociologist
 - Al-Khwarizmi, mathematician who introduced algebra
 - Al-Razi, who discovered the difference between measles and smallpox
 - Al-Zahrawi, the revolutionary surgeon of Umayyad Spain
 - Banu Musa, three brothers who made ingenious devices
 - Fatima al-Fihri, founder of a university in Fez
 - Ibn al-Haitham, father of optics
 - Ibn Battuta, world traveler from Cordoba to Canton
 - Ibn Sina, leading physician
 - Jabir ibn Hayyan, father of chemistry
 - Sinan, chief architect of the Ottomans
 - Zheng He, admiral of the seas
- 2) Identify what is known and what questions to answer.
- 3) Develop and follow a plan to gather information, within time restrictions, guidelines and presentation criteria.
- 4) Locate and access information using a variety of sources and tools.
- 5) Organize ideas and information into charts and then into a project outline. Use graphic organizers to compare, contrast, classify, sort and sequence.
- 6) Review the plan with peers and teacher, for further direction.
- 7) Report the information following a format that identifies the research question, the material used to answer it, and the information found
- 8) Deliver an oral multi-media presentation to the class. Focus on making the presentation appropriate for the audience.
- 9) Show respect for the presentations of others by listening politely and providing thoughtful feedback.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 6

SUBJECT: English Language Arts

General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>4.1 Enhance and Improve Appraise own and others' work</p> <ul style="list-style-type: none"> • work collaboratively to revise and enhance oral, print and other media texts • ask for and evaluate the usefulness of feedback and assistance from peers <p>Revise and edit</p> <ul style="list-style-type: none"> • revise to provide focus, expand relevant ideas and eliminate unnecessary information • edit for appropriate verb tense and for correct pronoun references • use paragraph structures in expository and narrative texts <p>Enhance legibility</p> <ul style="list-style-type: none"> • write legibly and at a pace appropriate to context and purpose • experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts <p>Expand knowledge of language</p> <ul style="list-style-type: none"> • show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists • choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information 	<ol style="list-style-type: none"> 1. Do I welcome feedback from others and incorporate suggestions to revise and enhance my work? 2. How do I critique information to recognize whatever is unnecessary? 3. How do I deal with excessive and unnecessary information? 4. How do I choose words that are just right for the audience and purpose? 5. Can I write something with several different word choices and alternative sentence structures to find the best way to communicate? 6. What is the clearest way to say something? 7. How can media enhance communication? 8. What is the effective difference between oral and visual communications? 9. What is the difference between affective and effective? 10. How can media work against us? What examples can I identify where media has confused the communication? added additional messages? 11. The "medium is the message" is a phrase coined by Marshall McLuhan. What does it mean by saying the form of a medium embeds itself in the message? 12. What does display of emotion in a presentation do to the communication? How can the listener respond to an emotional message? 13. <i>What were traditional forms of presentation in different societies?</i>

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>4.2 Attend to Conventions</p> <p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • identify the use of coordinate and subordinate conjunctions to express ideas • use complex sentence structures and a variety of sentence types in own writing • identify comparative and superlative forms of adjectives, and use in own writing • identify past, present and future verb tenses, and use throughout a piece of writing <p>Attend to spelling</p> <ul style="list-style-type: none"> • use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns • explain the importance of correct spellings for effective communication • edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context <p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> • use colons before lists, to separate hours and minutes, and after formal salutations in own writing • identify parentheses and colons when reading, and use them to assist comprehension • identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> • use various styles and forms of presentations, depending on content, audience and purpose <p>Enhance presentation</p> <ul style="list-style-type: none"> • emphasize key ideas and information to enhance audience understanding and enjoyment <p>Use effective oral and visual communication</p>	<p>14. <i>How would different voices from around the Muslim world speak?</i></p> <p>15. <i>What presentation techniques did Prophet Muhammad use in his teaching and how can we apply them?</i></p> <ul style="list-style-type: none"> • <i>Speak briefly.</i> • <i>Speak at the intellectual level of the listener.</i> • <i>Use questions and debate.</i> • <i>Use analogies.</i> • <i>Use gestures while talking.</i> • <i>Use tangible examples or visuals.</i> • <i>Answer questions before they are asked.</i> • <i>Answer with more than what is asked.</i> • <i>Turn the question into something that will be of more benefit.</i> • <i>Allow others to answer the questions.</i> • <i>Take advantage of ‘teaching moments’.</i> • <i>Use playful fun in teaching.</i> • <i>Repeat something that needs emphasis three times.</i> • <i>Call on the listener and remain silent.</i> <p>16. <i>How do I strive for ihsan (excellence and beauty) in my communication?</i></p>

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • identify the tone, mood and emotion conveyed in oral and visual presentations • respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Effective Introductions: Who are you? Where do you come from? What do you do?

Students will:

- 1) Take three labelled cards, one from each basket, which have at least 30 cards each.
Basket 1 – containing at least 30 traditional Muslim names
Basket 2 – Cities and regions in the Muslim world
Basket 3 – Traditional occupations
- 2) As a group, discuss each student’s cards to develop a character with a name, place of origin, and occupation. Talk about *kunyah* (a combined term consisting of a name preceded by the word Abu for father or Umm for mother), family lineage, Islamic calendar for birth date, etc.
- 3) Research the region and culture they have chosen. Explore maps. Use printed texts and online tools.
- 4) Introduce their character to the group with an interactive presentation. Emphasize key ideas and expand knowledge of language by choosing words with particular aspects of meaning, appropriate for context and purpose. Demonstrate effective oral and visual communication with control of voice, pacing, gestures, arrangement of props and presentation space.
- 5) Demonstrate attentive audience behaviour and provide appreciative comments and nonverbal encouragement.

ENDURING UNDERSTANDING: Language is a divine gift to be appreciated and treated as an *amanah*.

GRADE LEVEL: Grade: 6 **SUBJECT:** English Language Arts

General Outcome 5:

Students will respect, support and collaborate with others

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<p>5.1 Respect Others and Strengthen Community Appreciate diversity</p> <ul style="list-style-type: none"> compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts <p>Relate texts to culture</p> <ul style="list-style-type: none"> identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> use appropriate language to participate in public events, occasions or traditions <p>Use language to show respect</p> <ul style="list-style-type: none"> demonstrate respect by choosing appropriate language and tone in oral, print and other media texts <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> assume a variety of roles, and share responsibilities as a group member identify and participate in situations and projects in which group work enhances learning and results <p>Work in groups</p> <ul style="list-style-type: none"> contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations 	<ol style="list-style-type: none"> Does my participation in the group make a difference? What are the different roles in a group? What are the different tasks and responsibilities? How can we collaboratively work together? How can we build a sense of community at the personal, local, and regional levels? What can we learn from individuals who have made positive contributions to the world? Why does appropriate language vary in differing situations? Think about the difference in addressing an individual or a group, a teacher, an imam, a parent, a peer, a younger child, or a stranger. What are the things that impact what I have to say and communicate? <ul style="list-style-type: none"> intention choice of words the tone of the voice the way I pause or remain quiet the facial expression gestures physical appearance the setting response of the listener <i>What were the characteristics of how the Companions of the Prophet communicated?</i> Does the way I speak change with the situation? <i>When does silence speak? Why is it important to speak less and listen more?</i> <i>How did the Companions of Prophet</i>

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
<ul style="list-style-type: none"> • address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative <p>Evaluate group process</p> <ul style="list-style-type: none"> • assess own contributions to group process, and set personal goals for working effectively with others 	<p><i>Muhammad in the early Islamic community in Makkah and Madinah address problems? How did the Companions work together so effectively?</i></p> <p><i>12. How can we assess our contributions to the group process? How do our individual goals and group goals share the same intention?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Making a Difference: a Project in the Wider Community

Students will learn about people who have made a positive difference in the world.

Students will:

- 1) Brainstorm names of people who have made a significant contribution to global society.
- 2) Examine the current list of "The 500 Most Influential Muslims" (found online at <http://www.rissc.jo/muslim500v-1L.pdf>)
 - Research online to prepare a short biographical report about one person who has made a lasting positive contribution to the world.
- 3) Participate in a classroom service project to positively impact the wider community. Decide as a group how to organize and implement the project. Keep a journal of their experiences. Some ideas for a project are:
 - Start an environmental club to make a “greener” school and community
 - Organize a “random acts of kindness” campaign
 - Food drive - set up collection bins in the mosques, stores, and school
 - Volunteer in a daycare facility, read to a book buddy.
 - Have a Read-a-Thon or Book Auction to fundraise for a specific cause.
 - Contact a seniors centre and visit once a month.
 - Make first aid kits for homeless shelters. Collect items to deliver to homeless shelters (blankets, sheets, towels, toys, books, disposable diapers.)

(Find 366 Community Service Ideas at <http://lancaster.unl.edu/4h/serviceideas.shtml>)

Explore more projects at <http://www.dosomething.org/>)
- 4) Track the cumulative community service hours on a classroom chart.
- 5) Report on their personal community service journey.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Number

General Outcome: Develop Number sense.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Demonstrate an understanding of place value, including numbers that are: <ul style="list-style-type: none"> • greater than one million • less than one thousandth. [C, CN, R, T] 2. Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6–2.4] 3. Demonstrate an understanding of factors and multiples by: <ul style="list-style-type: none"> • determining multiples and factors of numbers less than 100 • identifying prime and composite numbers • solving problems using multiples and factors. [CN, PS, R, V] 4. Relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V] 5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V] 6. Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically. [C, CN, PS, R, V] 7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V] 8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V] 9. Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers). [C, CN, ME, PS, T] [ICT: C6–2.4, C6–2.7] 	<ol style="list-style-type: none"> 1. How much is a million? A billion? How far do numbers go? 2. What is infinity? How do we show infinity? 3. <i>In what ways is Allah infinite?</i> 4. How does the pattern of place values make it possible to read and write numerals for numbers of any size? 5. How can I recognize factors? 6. What are practical applications of integers? 7. How can the same thing be understood concretely, pictorially, and symbolically? Can I give examples of these three ways of understanding: <ul style="list-style-type: none"> • improper fractions • mixed numbers • ratios • percentages 8. Can a question have more than one answer? Can a problem have more than one solution? 9. How can I use a variety of methods to solve problems with multiple solutions? 10. <i>What did al-Khwarizmi think about numbers? Why did his approach to thinking unify rational numbers?</i> 11. What are different ways of counting? 12. <i>What is the significance of Arabic numerals?</i> 13. <i>Why were scholars in Islamic civilization interested in mathematics?</i> 14. <i>What contributions did Muslim mathematicians make?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**A Sense of Numbers: Contributions of Muslim Mathematicians**

Students will:

- 1) Collaborate to research three different counting systems used in Baghdad in the 10th century. The three systems are:
 - Finger-reckoning arithmetic used in business circles – make a business transaction, counting on fingers and writing numerals in words.
 - Sexagesimal system used by mathematicians in astronomy - based on the number 60 and the powers of 60. Even today we use the base 60 for measures of time and angles. Consider how every 60 years, Jupiter and Saturn return to the same relative place in the sky
 - Calculating with *Ghubari* numerals written on *ghubar* (dust) boards rather than using an abacus. These numerals became the modern Arabic numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. The dust board was needed because the methods required the moving of numbers around in the calculation and rubbing some out as the calculation proceeded, in the same sort of way that we one can use a blackboard, chalk and an eraser.
- 2) Create an activity centre to show the rest of the class how a counting system was used. Visit each activity centre to understand and apply the counting system.
- 3) Become familiar with Muslim scholars who made major contributions to mathematics. Design a matching game with index cards, where one set of cards has the name of a mathematician and the other cards describe their work. Be sure to include:
 - Al-Khwarizmi*
 - Omar Khayyam*
 - Al-Tusi*
 - Al-Biruni*
 - Thabit ibn Qurra*
 - Al-Kashi*
 - Al-Baghdadi*
 - Al-Haitham*
- 4) In guided discussion, list important contributions Muslim mathematicians made to the history of mathematics and intellectual thought.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Patterns)

General Outcome: Use patterns to describe the world and to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>1. Represent and describe patterns and relationships, using graphs and tables. [C, CN, ME, PS, R, V] [ICT: C6–2.3]</p> <p>2. Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R] [ICT: C6–2.3]</p>	<p>1. How can visuals clarify relationships?</p> <p>2. How can visuals verify predictions?</p> <p>3. Do all patterns show relationships? Do all relationships have a pattern?</p> <p>4. Is it possible to extend every pattern? How far?</p> <p>5. <i>How can number patterns translate to patterns in Islamic art?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Describing the World: Patterns in Nature**

Students will:

- 1) Read about patterns in nature, e.g.,
Echoes for the Eye by Barbara Juster Esbensen
Snowflake Bentley by Judith Briggs Martin
<http://www.patternsinnature.org/Book/book.html>
http://www.miqel.com/fractals_math_patterns/
- 2) View patterns in nature. Find links to nature patterns:
<http://www.uen.org/themepark/patterns/naturepatterns.shtml> . Represent a pattern occurring in nature. Cover the picture with another paper which has a “peep-hole” to expose only a part of the pattern. Others guess what the whole hidden picture is. Make a display of patterns.
- 3) Research about patterns in nature.
 Note the pattern in:
 - Bee hive structures and bee hive communications
 - Oceans of the world and the pattern of recycling the water on the earth
 - Webs and cocoons of spiders and insects
 - Snowflakes
 - Termite mounds
 - Annual tree ring growth (dendrochronology)
 - Petioles, teeth, and lobes of a leaf
 - Honeycomb carbon nanotubes in graphite
 - Patterns of time in nature (horology)
 - Shifting sands
 - Seashell spirals
 - Footprints
 - Seasonal patterns
 - Migratory birds in flight
 - Vortex of a whirlpool
- 4) Create a display poster of such scientific data by copying graphs and tables published by natural scientists, neatly mounting a graph or table and accompanying it by an illustration of the natural phenomenon and its patterns.
- 5) As a group, discuss how patterns can be represented in graphs and tables.
- 6) Make a table to show the number of petals on a flower.
 Count the number of petals on a lily (3), iris (3), buttercup (5), aster (21), black-eyed susan (21), and other flowers the students may bring to class.
- 7) Consider how data in this table can be presented as a graph and show it.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Patterns and Relations (Variables and Equations)

General Outcome: Represent algebraic expressions in multiple ways.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>3. Represent generalizations arising from number relationships, using equations with letter variables. [C, CN, PS, R, V]</p> <p>4. Express a given problem as an equation in which a letter variable is used to represent an unknown number. [C, CN, PS, R]</p> <p>5. Demonstrate and explain the meaning of preservation of equality, concretely and pictorially. [C, CN, PS, R, V]</p>	<p>1. <i>What are some of the basic concepts of algebra that were developed by Muslim mathematicians?</i></p> <p>2. <i>What important contributions did Al-Khwarizmi make in mathematics, especially in representing algebraic expressions? Why was he called “the father of algebra”?</i></p> <p>3. Where did the word “algebra” come from?</p> <p>4. What possible uses can you think of this abstract way of calculating something you do not know?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Al-Khwarizmi and Algebra**

Students will:

- 1) Research and understand al-Khwarizmi and his contributions to mathematics.
 - Mohammad ibn-Musa al-Khwarizmi, born c. 780, Baghdad, Iraq — died c. 850
 - Muslim mathematician and astronomer
 - major contributions to the fields of algebra, trigonometry, astronomy, geography and cartography
 - developed the concept of the algorithm in mathematics (which is a reason for his being called the grandfather of computer science by some people)
 - "algorithm" and "algorism" come from Latin and English corruptions of his name
 - his systematic and logical approach to solving linear and quadratic equations gave shape to the discipline of algebra
 - wrote *Hisab al-jabr w'al-muqabala* (Science of the Reunion and the Opposition) This book, once translated, became the standard mathematical text at European universities until the 16th century.
 - corrected Ptolemy's research in geography, using his own original findings
 - supervised the work of 70 geographers to create a map of the "known world"
 - wrote on mechanical devices like the clock, astrolabe, and sundial
 - his other contributions include tables that included trigonometric functions, refinements in the geometric representation of conic sections, and aspects of the calculus of two errors
 - Al-Khwarizmi synthesized the knowledge of how numbers relate to each other
- 2) Define algebra - a division of mathematics designed to help solve certain types of problems quicker and easier. Algebra is based on the concept of unknown values called variables, unlike arithmetic which is based entirely on known number values. The Al-Khwarizmi's science of reunion, or *al-jabar*, became our algebra, which deals not so much with numbers themselves (that's arithmetic) but with relations among numbers, relations such as equation.
- 3) Demonstrate preservation of equality concretely on a *mizan* (simple balance scale). Equation represents a scale, and instead of keeping the scale balanced with weights, numbers, or constants are used. These numbers are called constants because they constantly have the same value. For example the number 47 always represents 47 units or 47 multiplied by an unknown number. It never represents another value.



ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Shape and Space (Measurement)

General Outcome: Use direct and indirect measurement to solve problems.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>1. Demonstrate an understanding of angles by:</p> <ul style="list-style-type: none"> • identifying examples of angles in the environment • classifying angles according to their measure • estimating the measure of angles, using 45°, 90° and 180° as reference angles • determining angle measures in degrees • drawing and labeling angles when the measure is specified. <p>[C, CN, ME, V]</p> <p>2. Demonstrate that the sum of interior angles is:</p> <ul style="list-style-type: none"> • 180° in a triangle • 360° in a quadrilateral. <p>[C, R]</p> <p>3. Develop and apply a formula for determining the:</p> <ul style="list-style-type: none"> • perimeter of polygons • area of rectangles • volume of right rectangular prisms. <p>[C, CN, PS, R, V]</p>	<p>1. How do angles in the natural environment balance and harmonize?</p> <p>2. What environmental angles can I recognize approximately without measuring them?</p> <p>3. How is the measurement of angles related to the measurement of time? <i>Why was it important to be able to measure the shadows and the angle of the sun's rays to determine the time for zuhr and asr salah?</i></p> <p>4. Why do we need to measure angles? Is it helpful to measure angles?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**The Islamic Garden**

The garden in Islam is a symbol of paradise and is an important Islamic architectural feature. The heavenly garden includes the four rivers of paradise.

Students will:

- 1) Reflect on Islamic aesthetics, gardens and nature. "*Surely the God fearing shall be among gardens and fountains. (al-Dhariyat 51:15)*. Read the description of *Jannah* in Surah *Muhammad* 47: 15.
- 2) Research information online about how Islam inspired the passion for gardening, as witnessed in early Islamic civilization.
<http://muslimheritage.com/topics/default.cfm?ArticleID=654>
- 3) Examine photos and plans of Islamic gardens in various places of the world. Investigate how the floor plan of a traditional house in Fez or other old Islamic city would be built around a central garden.
- 4) Draw the garden plan on grid paper, calculate and label the angles, perimeter and area of the different quadrants and the total garden.
- 5) Construct a model of the inner garden of a traditional house using building blocks. Make paper templates of 45°, 90° and 180° to use as reference angles in aligning the walls and checking the corners.
- 6) Note and label the four garden quadrants, the centre fountain, surrounding residential rooms and outer wall. Display the model with information written neatly on cards and posters.
- 7) In group discussion, consider how to incorporate elements of the Islamic garden in the outdoor classroom. If possible implement an aspect of the Islamic garden in the school's natuescape.

For background information on symbolism in the Islamic garden, see *The Art of the Islamic Garden* by Emma Clark, 2004.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome: Describe the characteristics of 3D-objects and 2-D shapes, and analyze the relationships among them.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>4. Construct and compare triangles, including:</p> <ul style="list-style-type: none"> • scalene • isosceles • equilateral • right • obtuse • acute <p>in different orientations. [C, PS, R, V]</p> <p>5. Describe and compare the sides and angles of regular and irregular polygons. [C, PS, R, V]</p>	<ol style="list-style-type: none"> 1. <i>Why is geometry important to Islam?</i> 2. <i>What geometrical shapes can we find in examples of Islamic architecture?</i> <ul style="list-style-type: none"> • <i>Dome of the Rock in Jerusalem</i> • <i>Taj Mahal in Agra</i> • <i>Faisal Mosque in Islamabad</i> 3. <i>What is the significance of geometrical designs in Islamic architecture?</i> 4. How are the simple elements of circle, square, and straight line combined, duplicated, interlaced, and arranged in intricate combinations to form such complex designs? 5. How can 2-D shapes give the impression of 3-D objects? 6. How is it possible for two flat dimensional designs to include a background and foreground pattern? How does interweaving often emphasize the foreground? How does a contrast between light and shade emphasize the foreground? 7. <i>What is the concept of space in Islamic art where artists were largely uninterested in linear perspective?</i> 8. <i>Why are there few images of living beings in Islamic art?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Name and Sort Polygons by Angles**

Students will:

- 1) Name triangles based on their angles.
Identify a variety of triangles cut from cardboard as scalene, isosceles, equilateral, right, obtuse, and acute triangles.
- 2) Demonstrate that the measure the three angles of a triangle determine whether it is a right angle triangle, an acute angle triangle, or an obtuse angle triangle
- 3) Make a chart to illustrate regular and irregular polygons.
- 4) Write a written response to a challenge question:
What kind of triangle is a regular polygon? Explain your answer.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Shape and Space (Transformations)

General Outcome: Describe and analyze position and motion of objects and shapes

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
6. Perform a combination of translations, rotations and/or reflections on a single 2-D shape, with and without technology, and draw and describe the image. [C, CN, PS, T, V] 7. Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. [C, CN, T, V] 8. Identify and plot points in the first quadrant of a Cartesian plane, using whole number ordered pairs. [C, CN, V] 9. Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices). [C, CN, PS, T, V] [ICT: C6–2.1]	1. How can a field of successive transformations create a design that seems to go on and on beyond the fixed borders? 2. <i>How and why do the geometrics of Islamic art become symbolic?</i> <ul style="list-style-type: none"> • <i>Linear repeat patterns symbolize our experience of rhythm and time.</i> • <i>Tessellations symbolize infinity.</i> • <i>Complex star polygons present a picture of the universe.</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Design a Complex Star Polygon

Students will:

- 1) Look at a variety of complex star polygons in Islamic artwork.
- 2) Take 2 regular quadrilaterals, place one on the other, rotate it, and show an 8-pointed star. Make a 12-pointed star with 3 squares. Make a 16-pointed star with 4 squares.
- 3) View drawings of complex star polygons drawn using a compass and a straight edge. See many authentic designs in *Islamic Designs for Artists and Craftspeople* by Eva Wilson.
- 4) Investigate the design and production of Moroccan art of *zillij*, cut-tile mosaic.
- 5) Reflect on how a pattern of interconnected complex star polygons gives the impression that we are viewing a small portion of a vast sky that continues infinitely beyond its borders. Think about how the work of the artisan creating such infinite designs is a form of worship.
- 6) Complete a decorated plate project described on pp. 65 to 70 in *Doorways to Islamic Art* by Sylvia Godlas. This is a design exercise that explores Islamic geometrics, linear repeat patterns, and interweaving in the design. Decorate the plate carefully with precision. It will become a cherished keepsake.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Statistics and Probability (Data Analysis)

General Outcome: Collect, display and analyze data to solve problems.

PROGRAM OF STUDIES Grade 6 Specific Outcome	POSSIBLE REFLECTIVE QUESTIONS
1. Create, label and interpret line graphs to draw conclusions. [C, CN, PS, R, V] 2. Select, justify and use appropriate methods of collecting data, including: <ul style="list-style-type: none"> • questionnaires • experiments • databases • electronic media. [C, CN, PS, R, T] [ICT: C4–2.2, C6–2.2, C7–2.1, P2–2.1, P2–2.2] 3. Graph collected data, and analyze the graph to solve problems. [C, CN, PS, R, T] [ICT: C6–2.5, C7–2.1, P2–2.1, P2–2.2]	1. How does the data we collect translate into visual form that helps us see the information in new ways? 2. Why does the data need to be used honestly? How can the data be misused? 3. What do we do with data results that are unexpected? 4. Do we collect data to prove what we already know? Why or why not?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Collecting Data to Plan for Growing Numbers of Hajj Pilgrims

The nature of Hajj requires substantial planning and effort to provide support and infrastructure. An important problem facing the city of Makkah is managing the movement of vehicles and mass transit during Hajj. Consider the huge number of people coming from all over the world and the nature of their activities in Makkah.

Students will:

- 1) Identify, articulate and record some of the questions which require data collection. See the work done by the Ministry of Hajj at <http://www.hajinformation.com/main/n101.htm>.
 - Moving from Mina to Makkah
 - Crossing the Jamarat Bridge safely
 - Controlling spread of disease
- 2) Explore how the numbers of pilgrims coming from around the world have been controlled. Research online and record how every country receives a quota of permits in accordance with the size of its population and the possibilities of accommodating them.
- 3) Create graphs with data provided about annual attendance from different countries and interpret attendance data over the past 10 years.

ENDURING UNDERSTANDING: Signs and symbols point us to our Creator and Sustainer.

GRADE LEVEL: Grade 6 **SUBJECT:** Mathematics

STRAND: Statistics and Probability (Chance and Uncertainty)

General Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcome</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS</p>
<p>4. Demonstrate an understanding of probability by:</p> <ul style="list-style-type: none"> • identifying all possible outcomes of a probability experiment • differentiating between experimental and theoretical probability • determining the theoretical probability of outcomes in a probability experiment • determining the experimental probability of outcomes in a probability experiment • comparing experimental results with the theoretical probability for an experiment. <p>[C, ME, PS, T] [ICT: C6–2.1, C6–2.4]</p>	<ol style="list-style-type: none"> 1. Why does something happen? 2. What do I believe about probability? 3. <i>What is a miracle?</i> 4. What is the difference between cause and effect? Does an effect necessarily follow a cause? 5. <i>In terms of aqidah (belief), in relation to all of creation and Allah, what falls into the realm of impossibility, possibility, and certainty?</i> 6. <i>Is belief in God a blind faith?</i> 7. <i>How can we recognize that Allah is active in everything?</i> 8. <i>How do we arrive at a point of certitude?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Questions of Uncertainty**

Consider how Al-Ghazali viewed the physicist "like an ant who, crawling on a sheet of paper and observing black letters spreading over it, should refer the cause to the pen alone." Because al-Ghazali believed there was a God behind the laws of nature did not mean he denied the existence of those laws, nor in any way discouraged their exploration, any more than he would deny there was writing on the sheet of paper traversed by the ant.

Students will:

- 1) Use probability words (impossible, possible, certain) to describe the probability of events such as
 - It will rain tomorrow.
 - I will see a cat today.
 - My cat will give birth to five kittens.
 - My cat will give birth to five mice.
 - My cat will die someday.

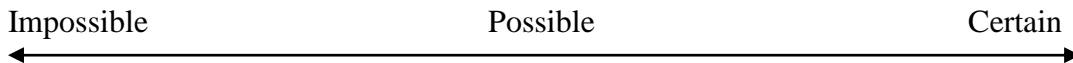
- 2) Describe an event for each probability word.

Impossible: _____


Possible: _____


Certain: _____


- 3) Place each event on the probability line below.



- 4) Design a spinner to match probabilities, such as

a) #1 is very likely, # 2 is very unlikely. 

b) #1 and #2 are equally likely. 

c) #1 is unlikely and # 2 and # 3 are equally likely. 

Spin each spinner 50 times and record the results. *How many times did the needle land on ____? Describe the probability of that happening (e.g., it is very likely the needle will stop on blue)*

- 5) Recall how Prophet Ibrahim was thrown in the fire and the fire did not harm him. List other miracles and reflect on how Allah is active in everything.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 6

SUBJECT: Social Studies

Democracy: Action and Participation

UNIT: 6.1 Citizens Participating in Decision Making

General Outcome:

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Values and Attitudes Students will:</p> <p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:</p> <ul style="list-style-type: none"> • recognize and respect the democratic rights of all citizens in Canada (C, I) • value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM) • recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM) • value citizens' participation in a democratic society (C) • value the contributions of elected representatives in the democratic process (PADM) <p>Knowledge and Understanding Students will:</p> <p>6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What is democracy (i.e., justice, equity, freedoms, representation): (C, PADM) • What are the similarities and differences between direct and representative democracy? (PADM) • What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM) • How does Canada's justice system help 	<ol style="list-style-type: none"> 1. How does change occur in society? How can society change positively? 2. What is important for the good of society? 3. Do all individuals have equal rights? 4. What happens when citizens do not participate in society governance? 5. How can students become engaged and involved in their communities? What opportunities exist? What opportunities can we create? 6. Do I ask questions, write letters, share ideas, and make other kinds of connections with my local community? 7. What environmental challenges face our community and what are we doing about them? 8. What social issues need to be addressed, and what are we doing about them? 9. How can leadership be stewardship? 10. What is the purpose of the public education system and how can it be an agent of change and transformative learning? 11. How do we address social complacency? How can we recognize that the future is too

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>protect your democratic and constitutional rights? (C, PADM)</p> <p>6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM) • How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM) • How did the Treaty of La Grande Paix de Montréal address collective identity and collective rights? (I, PADM, TCC) • How do the Treaty of La Grande Paix de Montréal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I) • Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM) <p>6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How are representatives chosen to form a local government (i.e., electoral process)? (PADM) • What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM) • How are local governments structured differently in rural and urban settings? (PADM) • What role is played by school boards (i.e. public, separate, Francophone) within local communities? (PADM) <p>6.1.5 analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions</p>	<p>important to ignore it?</p> <p>12. Why is there so much poverty in the world? How can we end poverty in our community? In our region? In our country?</p> <p>13. <i>To what extent have members of the Muslim community participated in municipal, provincial, and federal government process?</i></p> <p>14. <i>How does governance of the Shura and Prophet Muhammad’s way of leadership compare to democratic ideals of consultation and the decision-making process?</i></p> <p>15. <i>How were laws established in the first Islamic state? How do they compare to laws in Canada today?</i></p> <p>16. How do laws enshrine respect for other religions and religious places?</p> <p>17. <i>How does the Canadian Charter of Rights and Freedoms apply to Muslim Canadians?</i></p> <p>18. <i>What rights and responsibilities do we have as Muslim Canadians?</i></p> <p>19. <i>What decision-making processes do local Islamic associations have? How does the governing body of the local mosque function?</i></p>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>and issues:</p> <ul style="list-style-type: none"> • How is the provincial government structured? (PADM) • What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM) • What are the responsibilities of the provincial government (i.e., laws, taxes, services)? (PADM) • How are representatives chosen at the provincial level of government (i.e., electoral process)? (PADM) • What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM) <p>6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM) • How do associations such as the Association Canadienne-Française de l'Alberta (ACFA), the Métis Nation of Alberta Association (MNAA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM) • In what way do elected officials demonstrate their accountability to the electorate (e.g. respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Being Responsible and Real: Create a Purposeful Student Organization**

Students will:

- 1) Conduct research about the organization of an Islamic association.
What processes are in place for decision-making?
What processes support the membership?
- 2) Investigate student organizations that are agents of change (i.e. Students4Change)
 - Conduct interviews of directors of organizations. Research how organizations function.
- 3) Create and participate in a purposeful school-based student organization with appropriate governance policy and mandate.
 - Develop and follow a decision-making process to ensure everyone has a voice and everyone participates.
- 4) In a group discuss the Sakinah Circle motto: “In Sakinah Circle, we are respectful, responsible and real.” *What is the role of a motto? How do we apply this motto?*
 - Keep a reflective journal on this topic. Reflect on what it means to be “real”, honest and authentic in who we are and how we relate to each other in the world. Reflect on the context of being a member of the student organization.

ENDURING UNDERSTANDING: We have a place in space and time.

GRADE LEVEL: Grade 6

SUBJECT: Social Studies
Democracy: Action and Participation

UNIT: 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

General Outcome:

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Outcomes</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>Values and Attitudes <i>Students will:</i></p> <p>6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)</p> <p>6.2.2 value the role of participation by citizens in diverse democratic societies (C, PADM)</p> <p>Knowledge and Understanding <i>Students will:</i></p> <p>6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How was the government of ancient Athens structured? (PADM) • How did the structure of the government in ancient Athens provide opportunities for citizens to participate in decision making? (C, PADM) • How did identity, status and class structure impact citizenship in ancient Athens? (C, I) • How did the social structure of ancient Athens impact its political structure? (CC, PADM) • To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM) <p>6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following</p>	<ol style="list-style-type: none"> 1. How are the values of a society related to the model of government adopted by that society? 2. Why should we value citizen participation in diverse democratic societies? 3. Why are there multiple perspectives around an issue? 4. How does social structure impact political structure? 5. Why are primary sources essential to understand historical events and issues? 6. <i>What are the primary source documents for Islamic society?</i> 7. How do individuals and government interact and bring about change? 8. How do the religious beliefs of a community impact the government? 9. How does a minority religious group impact the government? How does government impact the minority religious group? 10. How have Hutterite colonies in Canada negotiated their ways of living? Specifically, how have they dealt with the issue of photo id on a drivers license? <i>How is this similar to some of the issues which Muslim communities face in living in Canada?</i> 11. What is the difference between a society's cultural values and values of religious nature?

PROGRAM OF STUDIES Grade 6 Specific Outcomes	POSSIBLE REFLECTIVE QUESTIONS:
<p>questions and issues:</p> <ul style="list-style-type: none"> • How was the Iroquois Confederacy structured? (PADM) • What was the role and status of women within the Iroquois Confederacy? (I, PADM) • What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM) • How did the Six Nations use the consensus-building process? (PADM) • How did the Wampum Belt address collective identity? (I, PADM) • How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM) • To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM) 	

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Government of First Islamic State in Madinah

Students will:

- 1) Research the establishment of the first Islamic state in Madinah 622CE.
- 2) Understand the main ideas of the written constitution of Madinah and summarize its 47 Articles.
 - List the various areas of governance.
 - Highlight the ways and means of governance (welfare and distribution of state resources, defence of the state, education of citizens, inter-religious relationships, etc.).

How did the Islamic state reflect the values and faith of the society?
What was the decision-making process?
How did it impact the collective identity and individual status within the society?
- 3) Compare and contrast the first Islamic state to the structure and government of Athens and the Iroquois Confederacy.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 6 **SUBJECT:** Science

UNIT: **Topic A:** Air and Aerodynamics

General Learner Expectations:

6-5 Students will: Describe properties of air and the interactions of air with objects in flight.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Provide evidence that air takes up space and exerts pressure, and identify examples of these properties in everyday applications. 2. Provide evidence that air is a fluid and is capable of being compressed, and identify examples of these properties in everyday applications. 3. Describe and demonstrate instances in which air movement across a surface results in lift— Bernoulli’s principle. 4. Recognize that in order for devices or living things to fly, they must have sufficient lift to overcome the downward force of gravity. 5. Identify adaptations that enable birds and insects to fly. 6. Describe the means of propulsion for flying animals and for aircraft. 7. Recognize that streamlining reduces drag, and predict the effects of specific design changes on the drag of a model aircraft or aircraft components. 8. Recognize that air is composed of different gases, and identify evidence for different gases. Example evidence might include: effects on flames, the “using up” of a particular gas by burning or rusting, animal needs for air exchange. 	<ol style="list-style-type: none"> 1. What are the properties of air? 2. How does temperature affect the movement of air? 3. Why does air interact with objects in flight? 4. What is the possibility and probability of flight? Why can some creatures fly? 5. What have human beings learned from the body structure and design of flying creatures to use in the design of flying machines? 6. How do birds and insects, with their different characteristics of body structure and movement, have special expertise in their different ways of flight? How do their bodies interact differently with air when in flight? 7. How would the presence of different gases affect aerodynamics and flight? 8. How do birds fly in changing weather conditions? 9. How do pollutants in the atmosphere affect birds and insects in flight? How do air pollutants affect aircraft?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Air born and Moving: How do birds and insects stay in the air?**

Students will:

- 1) Name the creatures that fly.
- 2) Read the verses in the Qur'an where birds and flying insects are mentioned.
For example, *Do they not observe the birds above them, spreading their wings and folding them in? None can uphold them except God most gracious; truly it is He that watches over all things. (Al-Mulk 67:19)*
- 3) View birds and insects in flight and watch their movements. Observe and record how they take off and land, speed up and slow down, turn, and perform special movements. Make field notes, labelled diagrams, and movement charts. If possible, take photographs and video footage of birds in flight.
- 4) Examine the body structures of several of the flying creatures. Note the features that facilitate flight.
- 5) Plan, write and present a report on:
 - observations about adaptations for flight
 - principles of lift and drag, propulsion and streamlining

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 6

SUBJECT: Science

UNIT: Topic B: Flight

General Learner Expectations:

6-6: Students will: Construct devices that move through air, and identify adaptations for controlling flight.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Conduct tests of a model parachute design, and identify design changes to improve the effectiveness of the design. 2. Describe the design of a hot-air balloon and the principles by which its rising and falling are controlled. 3. Conduct tests of glider designs; and modify a design so that a glider will go further, stay up longer or fly in a desired way; e.g., fly in a loop, turn to the right. 4. Recognize the importance of stability and control to aircraft flight; and design, construct and test control surfaces. 5. Apply appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder. 6. Construct and test propellers and other devices for propelling a model aircraft. Science (Elementary) B.32 (1996) 7. Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences. <p>Note: Model aircraft or rockets may be constructed and used as part of this topic. It is recommended that these models be simple devices of the student's construction, not prefabricated models. Propulsion of rockets by chemical fuels is neither required nor recommended, due to safety considerations.</p>	<ol style="list-style-type: none"> 1. Why does the concept of flight fascinate human beings? 2. <i>What is the story retold by al-Firdawsi (940-1020 C.E.) in his The Book of Kings about a king who tried to invade heaven with a flying craft?</i> 3. <i>How does flight have a spiritual dimension? How does this relate to the idea that the pious soul reaches for goodness and then inshaAllah rises above it?</i> 4. How can flight be controlled? 5. What are the dangers of flight? 6. Why would people be interested in constructing devices to move through air? 7. How can we look to nature for models of design? How are the body structures and movements perfect for the environment in which animals live? 8. What is the role of the bird's tail in landing? 9. How is the construction of feathers suited to flight? 10. <i>How did ibn Firmas construct his flying machine in the 9th century? What inspired him? How did he improve on his own designs?</i>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**The Fascination of First Flight**

Make a bulletin board display of early flight. Include a timeline, maps, diagrams and written descriptions of flying machines.

Students will:

- 1) Research early flying machines by Muslim innovators. Consider how the ideas of ibn Firnas initiated a history of aviation.
 - ‘Abbas ibn Firnas constructed a flying machine with eagle feathers and silk and made 2 famous flights in Cordoba, the first in 852 C. E.
 - Al-Juhari recorded flight calculations of the eagle and attempted flying with his own wings which he constructed of wood and rope. He launched from the minaret of Ulu Mosque, Turkistan in 1002.
 - Lagari Hasan Celebi launched a manned rocket in 1633 to celebrate the birth of Sultan Murad IV’s daughter, using gun powder as firing fuel. He opened “wings” in the air and made a safe landing in front of the palace.
 - Hazarfen Ahmed Celebi made an historic flight (circa1630-1632) from Galata tower near the Bosphorus in Istanbul and landed successfully across the river. He had made corrections to al-Juhari’s flight calculations.
- 2) Construct paper airplanes, glider designs, and other devices to investigate flight. Experiment with adjustments to improve the designs.
- 3) Draw a diagram of their device, and label it with appropriate vocabulary (wing, fuselage, vertical and horizontal stabilizer, elevators, aileron, propeller...)
- 4) Test the glider and airplane models.
 - Which glider flies the farthest?*
 - Which glider stays up the longest?*
 - Which glider flies in a loop?*
 - Which glider turns right or left?*
- 5) Compare designs, identify the differences, and recognize modifications that improve the control of flight.
- 6) Write a critical assessment of their design and note what would improve the design.

Resources:

1001 Inventions: Muslim Heritage in Our World by Salim al-Hassani (ed.), 2006.

The Illustrated Father Goose by Shelley Tanaka, 1995.

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 6 **SUBJECT:** Science

UNIT: **Topic C:** Sky Science

General Learner Expectations:

6-7: Students will: Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth’s Moon, planets and their moons, comets, and asteroids, are seen by reflected light. 2. Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky. 3. Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth’s rotation. 4. Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions. 5. Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick. 6. Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon. 7. Recognize that the Moon’s phases are regular and predictable, and describe the cycle of its phases. 8. Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and 	<ol style="list-style-type: none"> 1. Why do objects move in the sky? 2. What patterns can I identify in the movement of objects in the sky? 3. Why is the movement of objects in the night sky considered predictable and regular? 4. How has knowledge about the night sky been gathered over the centuries? 5. <i>Why did Muslim astronomers map the sky and use it as a guide for traveling and navigation?</i> 6. How do the sun and the moon mark our time? 7. How is the sun considered a source of energy for us? Is this the origin of energy? 8. How can the sun, from such a great distance, influence life on earth? 9. How long has the light from the sun and stars been traveling till we see it? 10. How did people use the stars to navigate their way across the ocean? 11. What were the main navigational instruments used before Global Positioning Systems existed? 12. What have different peoples through time believed about the sky? 13. What are the stories about constellations? 14. Why does the sky above us have a changing appearance? 15. How did armillary spheres show the heavens and planetary motions? Why was this important and how did it change worldviews? 16. <i>What are the seven heavens?</i>

<p style="text-align: center;">PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p style="text-align: center;">POSSIBLE REFLECTIVE QUESTIONS:</p>
<p>a sponge ball.</p> <p>9. Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences.</p> <p>10. Recognize that not only Earth, but other planets, have moons; and identify examples of similarities and differences in the characteristics of those moons.</p> <p>11. Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered.</p> <p>12. Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe.</p>	<p>17. <i>What was the event of Miraj? What can we learn from it?</i></p> <p>18. <i>How did the Qur'an provide the impetus for study of the stars and heavens?</i></p> <p>19. <i>What was the need in Islam for determining precise time and location, and why was this connected to a study of the stars? Why did Muslim scholars commit themselves to understand astronomy?</i></p> <p>20. <i>What were contributions of Muslim astronomers to sky science?</i></p> <ul style="list-style-type: none"> • <i>Al-Battani (858-929) calculated timing of the new moons, length of the solar year, the prediction of eclipses</i> • <i>Al-Biruni (973-1048) stated that the earth rotated around its own axis</i> • <i>Al-Farghani (9th century) wrote on the astrolabe and improved its precision</i> • <i>Al-Sufi (10th century) described star positions, magnitudes, brightness and drawings for each constellation</i> • <i>Ibn Shatir (14th century) corrected Ptolemy and the Greek planetary theory</i> <p>21. <i>What instruments of observation and navigation were developed and greatly improved in Islamic civilization? (astrolabe, sextant, celestial globes, quadrants, and armillary spheres)</i></p> <p>22. <i>How were the times for prayer determined?</i></p> <p>23. <i>What astronomical terms have Arabic roots? (zenith, azimuth, nadir...)</i></p> <p>24. <i>Why do so many navigational stars have Arabic names?</i></p> <p>25. <i>What lunar formations are named after major Muslim astronomers?</i></p> <p>26. <i>What is the difference between a calendar based on the lunar year or a solar year?</i></p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**Looking to the Heavens: Astronomy in Islamic Civilization**

Students will:

- 1) Discuss how science informs:
 - *Why do we need to know the direction of Makkah?*
 - *How do we find our location in relation to qibla?*
 - *What determines the time for salah at sunrise, midday, afternoon, sunset and evening? Why is sighting the new crescent moon important?*
- 2) Read *ayat* (verses) in the Qur'an that refer to *ayat* (signs) in the sky.

And it is He who ordained the stars for you that you may be guided thereby in the darkness of the land and the sea. (An'Am 6:97)

They ask you about the waxing and waning phases of the crescent moons, say they are to mark fixed times for mankind and Hajj (al-Baqarah 2:189).

It is He Who created the night and the day, and the sun and the moon: all [the celestial bodies] swim along, each in its orbit. (al-Anbiyaa 21:33)

The sun and the moon follow courses [exactly] computed. (Ar-Rahman 55:5)
- 3) Track the phases of the moon through a complete lunar month and illustrate the phases of the moon in a chart (*Living Ramadan for Children Who Think*, p.7). Refer regularly to the moon phases displayed in the classroom to become conscious of the lunar month and how it is the basis for the Islamic calendar. Go moon sighting at the beginning of the month.
- 4) Read *hadith* about the eclipse at the time of Ibrahim ibn Muhammad's death.
- 5) Visit an observatory to explore the sky. Report on newly acquired information.
- 6) Consider issues that motivated Muslim scholars to study the skies, like orientation of mosques, the times of *salah*, the Islamic calendar, moon sighting, and opposition to astrology and superstition.
- 7) Make a "deep space dictionary" with astronomy words and their definitions.
- 8) Recognize star constellations. Be able to identify Polaris, the Big Dipper, Little Dipper, Orion, Pegasus and other prominent constellations in the night sky. Work with a star chart for the season and see how constellations change position over time. In an art session, draw constellations on black card paper and push a pin through at the position of the stars in the constellation.
- 9) Find the ecliptic, the path that visible planets seem to follow across the sky.
- 10) Demonstrate the relative distances of planets from the sun on a sports field. Show relative distances in the solar system by measuring distances from the sun. Students can calculate the ratio if Mercury is shown at .5 metre from the sun, Venus at 1.0 metre, etc.

	Distance from Sun	Relative Distance
Mercury	57 million km	0.5m
Venus	107 million km	1.0m
Earth	150 million km	1.5m
Mars	229 million km	2.3m
Jupiter	777 million km	7.7m
Saturn	1429 million km	14.3m
Uranus	2871 million km	28.7m
Neptune	4496 million km	45.0m

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 6

SUBJECT: Science

UNIT: Topic D: Evidence and Investigation

General Learner Expectations:

6-8: Students will: Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.

6-9: Students will: Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.

<p align="center">PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p align="center">POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting. 2. Observe a set of footprints, and infer the direction and speed of travel. 3. Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about the participants and the nature of the activity, and give examples of how specific evidence may be used. 4. Investigate evidence and link it to a possible source; e.g., by: <ol style="list-style-type: none"> 5. classifying footprints, tire prints and soil samples from a variety of locations 6. analyzing the ink from different pens, using paper chromatography 7. analyzing handwriting samples to identify the handwriting of a specific person 8. comparing samples of fabric 9. classifying fingerprints collected from a variety of surfaces. 	<ol style="list-style-type: none"> 1. <i>What is mystery? What is the mystery of life?</i> 2. How can I use all my senses to recognize and interpret patterns? 3. How can I learn to recognize a specific pattern from a group of similar patterns? 4. What evidence gives me the clue to understand what is happening? 5. Why is it important to see the big picture as well as the detail? What does it mean if we “can’t see the forest for the trees”? 6. What does it mean to “see the world in a grain of sand”(William Blake) ? 7. What is the difference between different animal tracks? How can I tell? 8. Why do we understand things differently when we gather more evidence by looking deeper and beyond the surface?

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:**A. What Do the Signs of Nature Tell Us?**

Investigate the evidence around us, apply observation skills to recognize and distinguish patterns in nature.

Students will:

- 1) Discuss the value of spending time in nature.
- 2) Participate in silent nature walks in a wooded area. Each time, focus on a specific question, like:
 - a. *What do you hear?*
 - b. *Who has been here before?*
 - c. *What shades of green do you see?*
 - d. *What different kinds of leaves do you see?*
- 3) Record the evidence of what you experience using notepad, sketching pencil, camera, sound recorder, etc.
- 4) Reassemble in a group and discuss the collected evidence.
- 5) Discuss:
 - a. *What evidence of the presence of human beings was in this area? Report on what that evidence was, including inferring who/ what provided it.*
- 6) Consider the question: *Who made it all?*
- 7) Later, read selections from the many *ayat* in the Qur'an which challenge mankind to reflect on natural phenomena. Students can look up the verses in the Qur'an and read them in Arabic and English translation.

...there are messages indeed for a people who use reason. (al-Baqara 2:164).

To begin with, check the following references:
2:164; 3:190; 6:95-99; 7:12; 10:5,6; 14:3-6; 16:10-13,68,69; 30:20-27,46; 36:37-40; 40:32-35; 41:39-40,63-70; 56:68-73; 88:17-20; 89:1-5.

B. What Does Material Evidence Tell Us?

Investigate the evidence at the scene of an activity to infer what happened.

Students will:

- 1) Consider the "unknown" in a scenario. *Who was here? Who did it? What happened?*
- 2) Observe and document the scene. Note specific and unique evidence.
- 3) Use sketches, take photographs, record measurements.
- 4) Link the documented evidence to a possible source and report what the evidence is and what it tells us..

Investigate scenarios according to the season and the availability of evidence like tracks in the snow or mud.

- a. *Which animal came here, which direction did they go, and how fast were they going? Examine tracks, droppings, hair, disturbed plants along the trail.*
- b. *Which vehicle drove here? Examine tire treads for patterns and direction of travel.*
- c. *Whose boots left the mud in the hallway?*
- d. *Whose footwear marked the gym floor?*
- e. *Who took the cookies from the cookie jar? Identify fingerprints.*
- f. *Who wrote on the paper? Analyze handwriting samples.*
- g. *Which pen did they use? Analyze the ink using paper chromatography.*

ENDURING UNDERSTANDING: There is harmony in the cosmos.

GRADE LEVEL: Grade 6

SUBJECT: Science

UNIT: Topic E: Trees and Forests

General Learner Expectations:

6-10: Students will: Describe characteristics of trees and the interaction of trees with other living things in the local environment.

<p>PROGRAM OF STUDIES Grade 6 Specific Learner Expectations</p>	<p>POSSIBLE REFLECTIVE QUESTIONS:</p>
<ol style="list-style-type: none"> 1. Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment. 2. Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things. 3. Describe the role of trees in nutrient cycles and in the production of oxygen. 4. Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees. Science (Elementary) B.34 (1996) 5. Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple. 6. Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree. 7. Interpret the growth pattern of a 	<ol style="list-style-type: none"> 1. What do trees contribute to the environment? How are trees important to their ecosystem? 2. How do the seeds of coniferous and deciduous trees propagate? 3. What other kinds of trees, besides coniferous and deciduous, grow in the world? 4. How does climate affect the growth of trees? 5. Why are there different layers in a forest, and which animals and plants find habitat in each layer? What is the difference in layers of the temperate forest and the tropical rain forest? 6. How do leaf shapes, leaf arrangements and branching patterns of trees differ in various climates? 7. How do people around the world use the different parts of a tree for various purposes (construction materials, transportation, medicine, household items, for record keeping, artwork)? 8. Why do forests grow in a region and not in another region? 9. Historically, how has overuse of land and deforestation produced major changes in landscape? 10. How do human efforts to control nature sometimes have a negative impact on nature? (slash and burn agriculture, fire control, irrigation, monoculture of crops, deforestation)? 11. <i>Reflect on the characteristics of a good word, likened to a good tree in Surah Ibrahim: 24-26... its roots are steady and its branches are in the sky. It gives its fruits every season....</i> 12. <i>How do the concentric circles of tree growth</i>

PROGRAM OF STUDIES Grade 6 Specific Learner Expectations	POSSIBLE REFLECTIVE QUESTIONS:
<p>young tree, distinguishing this year's growth from that of the previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth.</p> <p>8. Identify human uses of forests, and compare modern and historical patterns of use.</p> <p>9. Identify human actions that enhance or threaten the existence of forests.</p> <p>10. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.</p>	<p><i>provide an image for tawhid, with ever larger circles in hierarchical layers enveloping each other?</i></p> <p>13. <i>How can the signs of nature in a forest lead us to contemplate the existence of Allah?</i></p> <p>14. <i>Which trees are mentioned in the Qur'an? Why are they important? What other plants are mentioned?</i></p> <p>15. <i>What trees are mentioned in stories of the different Prophets and how did they use these trees to meet their needs?</i></p> <p>16. What makes some trees special?</p> <p>17. How are some trees used in different religious traditions and why are some trees considered sacred?</p> <p>18. What is the meaning of "we can't see the trees for the forest"?</p>

SAMPLE TRANSFER / PERFORMANCE ASSESSMENT TASK:

Connecting with Trees: The Uniqueness of a Tree

Students will:

- 1) Use their senses to look, smell, feel, and listen in the forest ecosystem through hands-on experiences.
 - Compare trees for bark texture, girth, trunk configuration, height and limbs.
 - Position a stethoscope on thin bark and listen carefully to hear the sap being drawn upward (most pronounced in springtime).
 - Greet-a-Tree (p. 69 in *As If the Earth Matters*) Work in pairs with one person blindfolded. Walk to a tree and the one without sight meets the tree, touching it to become familiar with it. Later, the person needs to find this specific tree again, by touch.
- 2) Identify and illustrate differences in leaves.
 - Study the characteristics of an individual leaf.
 - Using instruction cards or a checklist, find an assortment of leaves outdoors. Find a leaf with: 5 points, toothed edges, smooth edges, stiff stem, flexible stem, waxy surface, rough surface, veining that is parallel, palmate, or pinnate, etc.
 - Make a leaf rubbing. Notice parallel, palmate and pinnate veining patterns.
 - Choose 4 or 5 common tree leaves and research in a tree guide to find the kind of tree they come from. Label the rubbing and write special features beside the outline of the leaf.

- 3) Read stories about trees. Identify important points in guided discussion. Use graphic organizers to outline significant information. Ask a key question for each story. For example, why did the Lorax say, “I speak for the trees, for the trees have no tongues”?
- *The Lorax*, Dr. Seuss, 1971.
 - *The Giving Tree*, Shel Silverstein, 1992
 - *The Ancient Ones*, Barbara Bash, 2002
 - *The Great Kapok Tree: a Tale of the Amazon Rainforest*, Lynne Cherry, 1990
- 4) Recognize and understand how trees are integral parts of the ecosystem.
- Walk in the forest and look for evidence of different stages in the lifecycle of the trees (seeds and cones, seedlings, saplings, mature trees, fallen trees, composting logs). Sketch a lifecycle of a tree.
 - Learn from a forest warden, botanist or other naturalist.
 - Create a mural of the profile of a forest that shows underground roots, forest floor, understory and canopy. Label plant and animal life in each level. Have each small group be responsible for depicting one layer of the forest.
 - Use the mural as the background to a natural history museum of “trees and forests” with specimens (bark, leaves, cones, etc.), labeled diagrams, artwork, and a book display.
 - Make a word web of forest words like *habitat*, *emergent layer*, *canopy layer*, *understory layer*, *forest floor*, *epiphyte*, *leaf litter*, *liana*.
 - Make lists and compile them into a folder or binder
 - Animals that live in the forest
 - Names of deciduous trees
 - Names of coniferous trees
 - Plants that live on, under and among trees
 - Reasons to love a tree
 - Things a tree gives us
 - Trees I remember
 - Leaf shapes
 - Parts of a tree
- 5) Research issues regarding forest use and identify human actions that enhance or threaten the existence of forests. Give brief oral presentations.
- 6) Observe how every thing has significance, no matter how small it is; every part of the forest plays a part in the ecosystem. Relate this to the ayah: *Not a leaf doth fall but with His Knowledge... (An'am 6:59)*

APPENDIX 1

VISION AND MISSION

The Vision of Sakinah Circle

We envision a process of education that brings us closer to the Creator; a process of learning based on the Qur'anic worldview, encompassing all curricular disciplines, in order to develop critical minds, conscious hearts, and compassionate human beings; learning that will support the lifelong journey to embody the teachings of the Qur'an.

The Mission of Sakinah Circle

Our mission is to provide guidance and an environment that recognizes the learner's *fitrah* (innate nature), nurtures *taqwa* (God consciousness) and cultivates learners who strive to become *khulafah* (vicegerents of Allah).

APPENDIX 2

ENDURING UNDERSTANDINGS

Enduring understandings are ongoing threads that connect our learning across disciplines and over time, provide unifying concepts, are transferable, and are conceptualized through sustained inquiry in the learning process. Reflection and contemplation are implicit in the Sakinah Circle philosophy and are a means to fathom and comprehend enduring understandings which support the Vision and Mission of Sakinah Circle.

1. Signs and symbols point us to our Creator and Sustainer.

The Qur’anic term *ayat* is translated as “signs”, and refers to the verses of the Qur’an as well as the signs in creation. The *ayat* are signs of revelation, which can be seen in the three realms of creation (the cosmos, human history, and our own selves) and they are signs that point to and remind us of the Creator Who has given us life and sustains us. The signs and symbols which children encounter at every turn indicate or signify the presence of something beyond – the perception of that sense of “other” – is a fundamental part of their learning as they move from concrete to more abstract ways of thinking. Signs and symbols appear in all subject areas.

2. There is harmony in the cosmos.

The balance, the symmetry, and the design of the cosmos provide a natural starting point to cultivate a sense of order, justice, peace, and aesthetics. In the process of discovering what we see, what we hear, and how things move, cosmic patterns and wondrous beauty emerge. The Qur’an draws our attention to this apparent harmony in the universe and within ourselves as a proof for *tawhid*, the Oneness of God and unity of all things. We make conscious intention to recognize the harmonies of the cosmos and seek to develop an approach of inquiry and inquisitiveness that is always alert for patterns and cycles. In all subjects, and especially in language and fine arts, we participate in the exploration and expression of beauty and harmony.

3. We have a place in space and time.

As individuals and as communities we have a particular place on the continuum of time and we live in relationship with one another. Human beings have been given the role of *khalifah* on earth – a role of stewardship for the world in which we live and have our being; this demands conscious hearts, critical minds, and compassionate responsibility. Our place in the story of life, rooted in the past, growing in the present and looking to the future, provides curricular content for science, social studies, and all subject areas of the humanities.

4. Language is a divine gift to be appreciated and treated as an *amanah*.

Language is a divine gift which serves as a tool of expression in our ongoing story. This gift of language is an *amanah*, a sacred trust, which grants us the opportunity and capability to communicate with each other. The ways in which we communicate and the languages we use reflect who we are and play a significant part in how we relate to each other. Meaningful, beautiful, and honest use of words is the art of language. This is the realm of Language Arts.

5. All Prophets brought the same essential message: to remember God.

Allah has sent Messengers to guide humanity. The revelation given to the prophets weaves a continuous thread up to the final message that was sent to Prophet Muhammad in the form of the Qur'an, the last of the revealed Books. The Prophetic Tradition is seen as a universal history and prophets form the pivotal points in our history. Learning about the Prophetic Tradition provides a young learner with role models, a framework to understand time through the ages, and inspiration to live life with faith, belief, and trust in the One Who guides, sustains and protects.

6. Sakinah is the fruit of inner harmony and external balance.

Strategies to nurture inner harmony include developing *taqwa*, observing the signs around us, and reflecting on how things are sustained in balance with each other. We learn to see things as they really are, distinguish between the true and the false, and focus on sincerity of heart and mind and the intentions of our deeds. And because inner harmony is also affected by externals, we strive to bring balance to our physical body with good nutrition, regular physical exercise, habits of hygiene, and a positive healthy lifestyle. Sakinah will, *insha 'Allah*, be internalized and become evident externally. Everything in the cosmos glorifies God and resonates in praise, and we can also join in this harmony.

APPENDIX 3

GLOSSARY OF QUR'ANIC TERMS

- adab* – spiritual courtesy, good manners
alaihis-salam – “Peace be upon him”, repeated whenever a prophet’s name is spoken
al- Qalam – the pen
al-Asma al-Husna – Beautiful Names of Allah
al-Basit – one of the 99 Names of Allah – The One Who expands
al-Bayan – articulate thought and speech
al-Furqan – criterion
al-Ghafur – one of the 99 Names of Allah – The Forgiving
al-Huda – guidance
al-Karim – one of the 99 Names of Allah – The Benevolent
al-Kitab – The Book
al-Musawwir – one of the 99 Names of Allah – The Fashioner of Shapes
al-Nur – light
al-Qur’an – recitation
amanah – a sacred trust, something given for safe keeping
‘aql – the intellect
arzaq - attributes
as-Sabur – one of the 99 Names of Allah – The Most Forbearing
ayat – signs, pl. of *ayah*
bashir – glad tidings
bismillah – lit., “in the name of Allah”
du’a - supplication
dhikr – remembrance of Allah
fitrah – innate nature
hadith – sing. of *ahadith*; sayings, referring to the traditional sayings of Prophet Muhammad
hajj – the prescribed pilgrimage
hijra – migration
hima – protected area of land, sanctuary
inshaAllah – if Allah wills
iqra – read/recite
iqra bismi Rabbikaladhi Khalaq – Read/recite in the name of the Sustainer Who created
isnad – the chain of transmission
jannah – the Celestial Garden
kaba – the house of Allah in Makkah
khulafah/khalifa – vicegerents of Allah
majid – glorious
mizan – a simple balance scale
Mubarak – blessed
makharij – the physical place where vocal sound originates
nadhir – warner
nur – light, Divine knowledge

qibla – direction of prayer towards the Ka’bah
qisas – story
rahmah – mercy
rububiyah – the continuous sustenance of creation
ruh – spirit
sadaqah – charity
sakinah – calmness, tranquility
salah – established prayer
salam - peace
sallalaho alayhim wassalam – “May the peace and blessings of Allah be upon him”, repeated whenever Prophet Muhammad’s name is spoken
shukr - thankfulness
sibghatul’Llah – lit. the colour of Allah
subhanahu wa ta’ala – “How Glorious and Exalted He is!” repeated whenever Allah’s name is spoken
tajwid – the science of correct pronunciation and enunciation of the recited Qur’an
tanzil – sent down
taqwa – God consciousness
tasbih – to glorify, praise, magnify, to declare Allah to be free from every imperfection
tawhid – the Oneness of Allah
ummah – community
waqf – welfare
zakah – to purify
zamzam – the blessed water from the well in Makkah

APPENDIX 4

SAMPLE TEACHING THEMES

Themes contribute to building a foundation for a worldview that recognizes all parts of Creation with a sacred history and a future Hereafter. This worldview is based on the Qur'anic message which weaves threads of *rububiyah* (the continuous sustenance of creation), *adl* (justice), *qadr* (measure and balance), and *tawafuq* (harmony) throughout its text.

Bismillah

Intention brings purpose to our deeds and makes things more meaningful. We consciously begin with remembrance of the One Who has given us opportunities.

Family

What is a family? How do we belong to a family? How do we belong to the *ummah*?

Gardens

What grows in a garden? How do things grow? How are gardens a home for plants and creatures? What is our celestial garden home?

Pilgrimage

What makes a place sanctified? Who are the pilgrims? Why do Muslims perform Hajj and what happens at Hajj?

Making a Difference

Who has made a positive contribution in the world? Who are our role models? How can we help make the world a better place?

Making Sense

What are our senses? How do we use our senses to learn sense and to make sense?

Nourishment

We seek to nourish the heart, the mind and the body. How can we make healthy choices?

Occupations

What are occupations? What are the things we do? How do we best occupy our time? How do occupations contribute to the community?

Madinah (The City)

Communities live in cities. What is urban design? What do we know about cities over time? How did the community live in Madinah, the City of the Prophet?

Ramadan

With a focus on *tazkiyah* (inner purification) during this special month, we strive for outer cleanliness and inner purity and learn that being clean is a preferred state.

The Traveler

We are on a journey. Where are we going? How are we going? What are we taking? Life is a journey from this world to the next.

Endings

All created things end. Endings bring culmination and time for reflection, as at the end of the day and the end of the year. How does the end mark the beginning of something else?

APPENDIX 5

Overview of Sample Transfer / Performance Assessment Tasks

This chart provides a list of sample transfer /performance assessment tasks at a glance. These are sample activities. Refer to Curriculum Specific Outcomes.

Language Arts	Kindergarten
1.explore thoughts and ideas	Taking the First Step: <i>Bismillah</i>
2. comprehend and respond	Listen, Reflect, Share and Respond: The Story of a Prophet – Journal Entry
3. manage ideas and information	Share an experience and Make a Book Together: Sharing the Wonder – Snowflakes are falling....
4. enhance communication	Communicating what we discover: What lives in the garden?
5. collaborate with others	Organizing our Classroom: We are respectful. We are responsible. We are real.
Mathematics	
1. develop number sense	Counting beads: Make a <i>Tasbih</i>
2. use patterns	Counting Allah’s Blessings: Identify Patterns in the Lyrics
3. measurement	Comparing Objects: the Weight of Feathers and Rocks
4. 3-D and 2-D Shape and Space	Sorting Items in our Natural World
Social Studies	
Identity	Recognizing Who I am: How Does Allah Take Care of Me? Make a mini-book
Being Together	Helping Each Other: Visit with Community Helpers – Make a display
Environment and Community Awareness	
nurture curiosity	Being Curious: A Single Concept Field Trip
use materials	Using Materials: We can help! - Collect, sort and deliver food bank items and recycled clothes and toys
explore community	Investigate Familiar Places: How do people affect a place?

Language Arts	Grade One	Grade Two	Grade Three
1. explore thoughts and ideas	Show and Tell; Show and Share – the meaning of Sakinah	Sharing Thoughts about <i>Sadaqah</i>	Sharing Thoughts about <i>Zakah</i> recitation - We have so much to Share
2. comprehend and respond	Learning about the Prophets – make a personal word book	Learning about the Prophets: Miracles – write a short narrative	Learning about the Prophet stories: Retelling the Story - compare texts/ writing process
3. manage ideas and information	The <i>Hajj</i> Traveler – What happens at the <i>Hajj</i> ?	Research the Journey of a Lifetime: create a display wall on <i>Hajj</i> travel	The Hajj Traveler: produce a <i>Hajj</i> brochure
4. enhance communication	Poems Paint Word Pictures – recite/ word patterns/ print neatly	Artistry in Communication: Presentation of Poetry	Artistry in Communication: The Beauty of Calligraphy
5. collaborate with others	Practicing <i>Adab</i> : Role Play Good Conduct	Working Together: Emulating Divine Attributes	Making a Difference – a Drama Presentation to Inspire Good Will
Mathematics			
Number	Counting <i>Tasbih</i> : Beads to 33	Counting <i>Tasbih</i> : Beads to 100	Counting <i>Tasbih</i> : Beads to 1000
Patterns and Relations	Seeing Patterns in Hand-Crafted Artifacts	Observing and Repeating Patterns in Cultural Artifacts - Linear Repeats	Observing and Making Overall Patterns to Symbolize <i>Tawhid</i>
Patterns and Relations (Variables and Equations)	Balance Real Objects: Show Equality in One-to-One Correspondence	Measuring with the <i>Mizan</i>	One Step Addition and Subtraction: Use the <i>Mizan</i>
Shape and Space (Measurement)	Seeing and Comparing Patterns in Nature: Make Nature Collections	Measuring Trees	Using the Signs in the Sky to Measure our Time
Shape and Space (3-D and 2-D)			Make 2-D and 3-D Math Models
Statistics and Probability (Data Analysis)		Data Collection: How tall are we?	Using Data to Demonstrate Who We Are: A Profile of Students in Sakinah Circle
Science			
Topic A	Creating Colour – Make a Natural Plant Dye	Explore liquids - Dehydration: Food for the Road	Discovering Rocks and Minerals – Make an Interactive Learning Centre
Topic B	Seasonal changes – Watch the Cycle of Seasons - artwork	Buoyancy and Boats: Design and Build a Model with Natural Materials	Build with a Variety of Materials – Design a Model Mosque
Topic C	Building Things – Recycle Materials and Build a Toy or Craft Item	Magnetism – A Magnetic Compass: How can we find the <i>qibla</i> direction?	Testing Materials and Design – Explore Islamic Architecture: Test a variety of Arches
Topic D	Making Sense: Experience Special Needs	Temperature: <i>al-Biruni</i> and <i>IbnSina</i> Experiments of Heating and Cooling	Hearing and Sound : Introduction to correct <i>Tajwid</i>
Topic E	Needs of Living Things – Choose to Nurture Some Part of Creation	Small Crawling and Flying Animals – Keep an Animal Journal	Animal Life Cycles: Animal Lives and their Environments – diorama/ PowerPoint slides
Social Studies			
My World	Design a Poster: “I am a Muslim in Canada” poster	Welcome Here! Introducing you to Our Dynamic Community	Being a Muslim Community Member in India (or Tunisia, Ukraine, Peru): country project
Moving Forward with the Past	From Past to Present: Make a Keepsake Album	Community in the Past – Research the oldest mosque in North America	Global Citizenship: We Live in a Global Village - “Ripple Effect” display/ reflections

Language Arts	Grade Four	Grade Five	Grade Six
1. explore thoughts and ideas	Establishing <i>Salah</i> : Prayer has the Power to Make us Better Beings	Ramadan Reflections: What’s so great about fasting for a whole month?	Exploring Ingenuity in the House of Wisdom: the Islamic Science and History Fair
2. comprehend and respond	Develop a Readers’ Theatre: Parables from the <i>Qur’an</i>	Experiencing Different Versions of the Same Story	Exploring primary and secondary texts: How is the story told?
3. manage ideas and information	Research <i>Hajj</i> : Design a Board Game “Pilgrims’ Passage”	The Hajj Traveler: Research Pilgrimage in the Past	Researching Islamic Heritage: Personalities from the Past
4. enhance communication	The Beauty of Oral Tradition: Storytelling with Hodja Tales	Communicating the Message of a Story: Memorable Book Reports	Effective Introductions: Who are you? Where are you from? What do you do?
5. collaborate with others	Collaborating with Others: Making Global Connections	Making a Difference: A Project in the Neighborhood Community	Making a Difference: a Project in the Wider Community
Mathematics			
Number	<i>Eid ul-Adha</i> : Dividing the Meat of an Animal	How Much is a Million?	A Sense of Numbers: Contributions of Muslim Mathematicians
Patterns and Relations (Patterns)	Examining Islamic Artwork	Finding a pattern: Compare Hours of Night in Winter and Summer	Describing the World: Patterns in Nature
(Variables and Equations)	Writing Story Problems		Al-Khwarizmi and Algebra
Shape and Space (Measurement)	Exploring the Islamic Calendar: When were you born?	Meaningful Measuring	Using Measurement: The Islamic Garden
Shape and Space (2D Shapes and 3-D Objects)	A Right Rectangular Prism: The <i>Ka’bah</i>	Exploring Lines in Islamic Architecture	Name and Sort Polygons by Angles
Shape and Space (Transformations)	Lines of Symmetry –Exploration of <i>Ka’bah</i> and <i>Masjid al Haram</i>	Tessellations: A Characteristic Feature in Islamic Art	Design a Complex Star Polygon
Statistics and Probability (Data Analysis)	Collecting Data: Show Us How Much Garbage We Make	Using Data to Draw Conclusions: What is meaningful information?	Collecting Data to Plan for Growing Numbers of <i>Hajj</i> Pilgrims
Statistics and Probability (Chance and Uncertainty)		Problems of Uncertainty: Do things happen by chance?	Questions of Uncertainty: How do we know certitude?
Social Studies			
	Alberta: A Sense of Land – Build a Map of Alberta	Physical Geography of Canada: Our Home and Glorious Land	Being Responsible and Real - Create a Purposeful Student Organization
	Telling Alberta’s History in Stories	Stories of Ways of Life in Canada: Telling the Stories of Our Heritage	Historical Models of Democracy: Government of First Islamic State in Madinah
	Celebrations and Challenges: Plan and Design a Muslim Heritage Site	Shaping an Identity: Exploring Events Over Time: Timeline of our Heritage	

Science	Grade Four	Grade Five	Grade Six
Topic A	Investigating Trash: What is my environmental footprint?	Electricity and Magnetism: Safe Use of Power	Air and Aerodynamics: Air born and Moving - How do birds and insects stay in the air?
Topic B	Transferring Energy to Produce Motion: Waterwheels in Syria	Mechanisms Using Electricity: Designs for the Islamic Science Fair	Flight: The Fascination of First Flight
Topic C	Building Devices that Move: Exploring Ingenuity- Islamic Science and History Fair	Classroom Chemistry: Investigating Substances - Alchemy in Islamic Tradition	Sky Science: Looking to the Heavens - Astronomy in Islamic Civilization
Topic D	Experimenting with Light and Shadow: Hodja Stories in Shadow Theatre	Weather Watch: Play the “Water in the Weather” Game and Track the Weather	Evidence and Investigation: What do the signs of nature tell us?
Topic E	Plant Growth and Changes: Nurturing a Garden – the Sakinah Circle Naturescape	Wetland Ecosystems: Everything Affects Everything - Web of Life in the Wetlands	Trees and Forests – Connecting with Trees - the Uniqueness of a Tree

APPENDIX 6

RECOMMENDED RESOURCES

Recommended resources are listed alphabetically by author, grouped first according to literature connections to subject areas and then to themes. Many items can be used across subject areas and thematic topics.

RESOURCES FOR TEACHERS

CIDA. 2004. *Global Trek Kit: Character Education for Global Citizenship*. www.globaltrek.ca

D'Oyen, Fatima. 2002. *In the Prophet's Garden: a selection of ahadith for the young*. Leicester: Islamic Foundation.

A collection of 200 ahadith arranged thematically in simple English.

DoverPictura. 2004. *Islamic Design Image Archive*. Mineola, New York: Dover Publications. CD-ROM and book with royalty-free digital images to use in creating power-point presentations and print materials. Professional quality artwork to enrich the learning experience.

Godlas, Sylvia. 1996. *Doorways to Islamic Art: A Curriculum for Interdisciplinary Studies*. AWAIR. Black-line masters and instructions for Islamic geometric design projects and lesson plans for research projects and critical thinking discussion based on readings.

Grant, Tim and Gail Littlejohn, ed. 2005. *Teaching Green: The Elementary Years*. New Society Publishers.

An inspiring collection of detailed stories of classrooms where students engage in environmental literacy, effect positive change and model environmental citizenship in their communities.

Harder, Elma Ruth. 2006. *Concentric Circles - Nurturing Awe and Wonder in Early Learning, a foundational approach*. Al-Qalam Publishing.

Holistic Islamic approach to learning, this book is the foundational text for Sakinah Circle. It roots the facilitator of learning in the Qur'anic worldview, shows how to integrate themes with three sample units and provides planning templates.

Harder, Elma Ruth and Noor Iqbal. 2004. *Living Ramadan for Children who Think*. Al-Qalam Publishing.

Learning activities to engage children during Ramadan and throughout the year. Four focus areas: Living Ramadan, Opening Hearts and Minds, Creative Hands and Hearts, Healthy Ramadan. Reproducible pages for student use.

Henley, Thom and Kenny Peavy, 2006, *As If the Earth Matters: Recommitting to Environmental Education*. Earth Matters Consulting Services.

A collection of detailed, fun-filled experiential outdoor education activities that awaken love for the earth, teach about nature in nature, and stewardship towards it.

Konrad, Shirley. 2001. *A Vocal Invitation to Readers Theatre*. U-Otter Read-It Educational Resources Ltd.

The author is a speech teacher; she explores techniques to enhance the expressive quality of the voice, focusing on the impact of the voice on the listener. Stimulating experiences with words.

Lamont, Blanche. 2008. *Mentoring Young Writers Grades K-6*. Calgary: Rainbow Literacy. With the goal of developing intentional writers, this is a practical guide for weaving literature throughout the writing workshop, with detailed lessons on teaching skills, book lists, reproducible and writing samples.

UNICEF. 1982. *Games of the World*. Unicef.

A detailed guide for how to make the games, how to play them, how they came to be.

Van Gorp, Hetty. 2002. *The Peaceful School: Models that Work*. Winnipeg, Portage and Main Press.

A guide for those committed to creating a lasting culture of peace with a school community by pro-actively teaching peace. Includes innovative practices of peaceful schools, planning documents, peace pledge and school wide ideas for lessons in conflict resolution, cooperation, respect, celebrating diversity and expressing emotion.

Wilson, Eva. 1988. *Islamic Designs for Artists and Craftspeople*. Dover Publications.

This collection of 280 copyright-free designs based on actual Islamic art dating back to the 9th century is a wealth of decorative calligraphic and geometric designs for use in any project.

LITERATURE CONNECTIONS TO ENGLISH LANGUAGE ARTS

Allan, Sally. 1997. *Sitti and the Cats: A Tale of Friendship*. Roberts Rinehart Publishers.

This version of a traditional Palestinian folktale reflects values of friendship and community, allowing the errant member to correct her ways and return to society. Boxed notes on almost every page provide interesting information about the land, language, foods, and family customs.

Aubry, Davis. 2003. *Bagels from Benny*. Kids Can Press.

This is a whimsical yet serious engaging story of a child's attempt to connect with God. We learn about gratitude, charity, and love between the generations. The illustrations show Benny visiting the synagogue, opening the Ark, and wearing a yarmulke to Shabbat services but the word "Jewish" appears only in the end note.

Ben-‘Ezer, Ehud. 1997. *Hosni the Dreamer*, Farrar, Straus and Giroux.

A “wise fool” story of a shepherd living in the desert who finally realizes his dream of travelling to the city where he spends his gold dinar in a way which changes his life forever.

Bogart, Jo Ellen. 1997. *Jeremiah Learns to Read*. Scholastic.

Elderly Jeremiah can do almost everything, and decides he needs to go to school to learn to read.

Brown, Margaret Wise. 1949. *The Important Book*. HarperCollins.

This little book makes us think about the essence of things. It can be used to model a student activity “the important book about my family”.

Bunting, Eve, 2006. *One Green Apple*, Clarion Books.

Young immigrant Farah gains self-confidence when the green apple she spicks perfectly complements the other students’ red apples. Illustrated by Ted Lewin.

Carlsson, Janne. 1989. *Camel Bells*. Groundwood Books.

Twelve-year old Hajdar finds himself head of his family after this father’s death. He goes to Kabul to earn money, but Soviet troops invade and overthrow the Afghan government..

English, Karen. 1999. *Nadia’s Hands*. Boyds Mills.

A young American girl participating in a traditional Pakistani wedding comes to understand the rich culture she has inherited.

Gilman, Phoebe. 1993. *Something from Nothing*. Scholastic.

Grandpa trims away the worn parts of Joseph's baby blanket and transforms it into ever smaller items as each item in turn becomes worn. When the button is lost, Joseph declares, “There is just enough material here to make...a wonderful story!” Drawn from Jewish folklore. Repetitive, rhythmic phrases.

Heide, F. P. and J. H. Gilliland. 1990. *The Day of Ahmed’s Secret*. New York: Scholastic.

An Egyptian boy describes Cairo as he goes about his daily work, waiting all day to share his surprise with his family in the evening: he can write his name! Outstanding illustrations by Ted Lewin.

Hicox, Rebecca. 1998. *The Golden Sandal, a Middle Eastern Cinderella Story*. Holiday House.

Based on a story from Iraq, a kind and beautiful girl is mistreated by her stepmother and stepsister and finds a husband with the help of a magic fish.

Hobbes, Corey. 2008. *The Runaway Scarf*. Muslim Writers Publishing.

Inspired by *hadith*, this story of an African slave oppressed by non-Muslim Arabs in Makkah shows how she finds compassion once she escapes to the first Muslim community established by Prophet Muhammad in Madinah.

Hughes, Vi, 2002. *Aziz, the Story Teller*. Crocodile Books.

Although he wants to please his father and earn money selling carpets, Aziz finds himself drawn to the storytellers in the marketplace.

Johnson-Davies, Denys. 1994. *The Island of Animals*. University of Texas Press.

Written in Basra in 10th century, this is a fable of the teachings of Islam about man’s responsibilities towards animals.

Kimmel, Eric. 2000. *The Three Princes: A Tale from the Middle East*. Holiday House.

A princess promises to marry the prince who finds the most precious treasure.

Knowles, Kathy. 2008. Osu Children's Library.

A colourful collection of first readers with photos from the daily life of children in Ghana.

A is for Ampe: an alphabet book from Ghana

All About Ama

Maria's Wish

My Blue Book

My Red Book

My Yellow Book

One Little Crab: a counting book from Ghana

Open and Closed

Peter's Wish

Where is the Star? A book of shapes from Ghana

Lewin, Ted. 1998. *The Storyteller*. Lothrop, Lee & Shepard.

Abdul and Grandfather pass through the streets of Fez, Morocco, and stop at an old gate, where Grandfather performs as a storyteller.

Marchant, Kerena. 2001. *Muslim Festival Tales, Festival Tales Series*. Raintree/ Steck-Vaughn.

Attractive, includes six or seven stories, plays, traditional songs, poems, and recipes. Information material about festivals is for an older reader, thus needing adult interpreter.

Mobin-Uddin, Asma. 2005. *My Name is Bilal*. Boyds Mills.

When Bilal and his sister transfer to an American school where they are the only Muslims, they must learn how to fit in while staying true to their beliefs and heritage.

Nagda, Ann W. 2000. *Dear Whiskers*. New York: HolidayHouse.

Jenny is discouraged when her second grade pen pal turns out to be a new student from Saudi Arabia who does not speak English very well, but as she works with her they slowly become friends.

Nye, Naomi Shihab. 1999. *Habibi*. Simon Pulse.

When 14-year-old Liyanne Abboud moves with her family from the USA to Jerusalem, near the village where her father was born, she faces many changes and must deal with the tensions between Jews and Palestinians.

Nye, Naomi Shihab. 1997. *Sitti's Secret*. Turtleback Books.

Little Mona travels from her home in the U.S. to visit her grandmother's small Palestinian village on the West Bank. When she returns, she writes a letter to the president, "I vote for peace."

Oppenheim, Shulamith, 1995. *The Hundredth Name*. Boyds Mill.

An Egyptian boy tries to discover the hundredth name for Allah.

Rumford, James. 2003. *Calabash Cat and his Amazing Journey*. Houghton Mifflin.
From Africa, a cat contemplates the world, wondering where it ends. To find out, he sets off on a journey, encountering various other animals. Stylized illustration in ink with text in both English and Chadian Arabic calligraphy.

Sales, Francesc d'A, 1989. *Ibrahim*. Lippincott.
Ibrahim is tempted to exchange his job in the old market place in Marrakesh for a freer life as a desert nomad, until a dream shows him that freedom is something carried in the heart.

Shah, Idries, 2006. *Fatima the Spinner and the Tent*. Hoopoe Books.
Fatima's life is one disaster after another, and her journey leads her from Morocco finally to China where she finally realizes that the series of unfortunate events were an integral part of her fulfillment. A story from Sufi tradition.

Shah, Idries. 2000. *The Boy Without a Name*. Hoopoe Books.
A Sufi tale of how it takes patience and resolve to achieve one's goals in life. A boy without a name visits a wise man and acquires both a name and a wonderful dream.

Shah, Idries. 2005. *The Clever Boy and the Terrible, Dangerous Animal*. Hoopoe Books.
A fun folktale with a positive message.

Shah, Idries. 1998. *Magic Horse*. Hoopoe Books.
Two brothers choose different paths. One pursues a mechanical fish that brings prosperity, the other a wooden horse that takes its rider to his heart's desire.

Stolz, Joelle. 2004. *The Shadows of Ghadames*. Delacorte Books.
At the end of the 19th century in Libya, 11-year-old Malika simultaneously enjoys and feels constricted by the narrow world of women, but an injured stranger enters her home and disrupts the traditional order of the things.

Van Hattum, Benyamin. 2002. *A Yurt Full of Tales: Stories from the World of Islam*. DVD, www.zevj505.com. A delightful video recording of live storytelling from their yurt in New Mexico. Storyteller Benyamin van Hattum is accompanied by Rabia van Hattum with background sound.

Young, Ed, 1992. *Seven Blind Mice*. Philomel Books.
A retelling of the old fable of the Blind Men and the Elephant. Caldecott Honor Book.

Young, Ed. 2002. *What About Me?* Philomel Books.
A young boy follows the instructions of the Grand Master in the hope of gaining knowledge, only to be surprised as to how he acquires it. Like the best Sufi stories, this has a gentle message—it teaches children to learn to rely on their own knowledge and experience.

LITERATURE CONNECTIONS TO MATHEMATICS

Demi. 1997. *A Grain of Rice, a mathematical folktale*. Scholastic.

When offered a reward for a good deed, Rani asks only for one grain of rice, doubled each day for 30 days.

Knowles, Kathy. 2008. *One Little Crab: a counting book from Ghana*. Osu Children's Library. A colourful counting book for first readers with photos from the daily life of children in Ghana.

Haskins, Jim. 2004. *Count Your Way Through the Arab World*. Lerner Publishing.

Counting from one to ten, each double-page spread shows the number in Arabic calligraphy, the word for it, the pronunciation, illustration, and a brief descriptive paragraph.

Schwartz, David, 1985. *How Much is a Million?* HarperCollins.

Steven Kellog's lively and surprising illustrations help the reader to conceptualize what at first seems inconceivable.

Tahan, Malba. 1993. *The Man Who Counted: A collection of mathematical adventures*. Norton.

The adventures of Bremiz Samir take the reader on a journey in which he summons his extraordinary mathematical powers to settle disputes, give wise advice, overcome dangerous enemies, and win for himself rich rewards. His stories explore the history of famous mathematicians who preceded him.

http://www.miqel.com/fractals_math_patterns/

LITERATURE CONNECTIONS TO SCIENCE

AbuBakar, Shahbatun and Nordin Endut. 2004. *A Drop of Mercy, The Water Cycle*. Islamic Foundation.

Where does a drop of water go? Computer-generated illustrations with simple text.

Al-Hassani, Salim T.S. 2006. *1001 Inventions: Muslim Heritage in Our World*. Foundation for Science, Technology and Civilisation.

This beautiful guidebook unfolds the golden age of civilization from 600 to 1600 CE in areas of science and culture. Text is accessible, well illustrated with timelines and charts.

Base, Graeme. 2001. *The Water Hole*. Harry N. Abrams.

A counting book of animals that assemble at the waterhole, whose only hope now is a drop of rain on the parched earth.

Baylor, Byrd. 1975. *The Desert is Theirs*. Atheneum Books. Illustrated by Peter Parnall.

This book speaks about people and their closeness to the land, not to own the land but to share it.

Clark, Emma. 2004. *The Art of the Islamic Garden*. Crowood Press.

This lavish book provides both an intellectual guide to the symbolism of the Islamic garden and a practical guide to its component parts, with recommendations for suitable trees, shrubs, and flowers and advice on creating an Islamic garden in cooler climates.

Cottin, Menena and Rosana Faria. 2010. *The Black Book of Colours*. Walker.

Our eyes tell us about colour. But what if you are blind? Can you still know colours? In simple language and textured art, this black book shows you how to 'see' without your eyes.

Dr. Seuss. 1971. *The Lorax*. Random House.

Lorax (who speaks for the trees "for the trees have no tongues") repeatedly warns the Once-ler, and finally the Lorax extricates himself from the scorched earth leaving only a rock engraved "UNLESS." Dr. Seuss teaches readers not to fool with Mother Nature.

Esbensen, Barbara Juster. 1996. *Echoes for the Eye*. HarperCollins.

A read-aloud of poetry and paintings for Gr.3 to 6, this unusual book explores the repetition of shapes in the natural world. Notes from the author/illustrator explain mathematical formulations that can be observed in nature, such as in the spiral rows of sunflower seeds, concentric circles left in the water by a fish as it jumps, and rings of a tree trunk.

Macaulay, David. 2003. *Mosque*. Houghton Mifflin.

An excellent resource to outline the process of planning and building a mosque.

Macdonald, Fiona. 1996. *A 16th Century Mosque*. Hodder Wayland.

A beautifully illustrated book that explores Islamic architecture.

Martin, Judith Briggs. 2009. *Snowflake Bentley*. Sandpiper.

The true story of a Vermont farm boy who was mesmerized by snowflakes. Wilson Bentley was fascinated by the six-sided frozen phenomena. He acquired a microscope with a camera and his childhood preoccupation took on a more scientific leaning. Simple graceful prose.

Shea, Pegi Deitz. 1996. *New Moon*. Boyds Mills.

A boy helps his little sister discover the moon.

Tanaka, Shelley. 1995. *The Illustrated Father Goose*. Little, Brown and Company.

The true story of Bill Lishman and his quest to lead a flock of Canadian geese south for the winter is seen here through the eyes of his 11 year old daughter. A heartwarming tale.

Walter Wick, 1997 *A Drop of Water: A Book of Science and Wonder*. Scholastic.

Striking color photographs of water in various states and stages of movement capture moments of change in beautiful patterns.

<http://www.actionfornature.org/>

<http://www.patternsinnature.org/Book/book.html>

<http://www.uen.org/themepark/patterns/naturepatterns.shtml>

LITERATURE CONNECTIONS TO SOCIAL STUDIES

Araujo, Frank. 1994. *The Perfect Orange, a Tale from Ethiopia*. Rayve Productions.
Lovely watercolours

Baer, Edith. 1990. *This is the way we go to school*. Scholastic.
Whimsical watercolours

Burns, Kephra. 2001. *Mansa Musa: The Lion of Mali*. Gulliver Books.
An exquisitely told account of one of the great kings of Mali.

Heide, Florence P. and Judith Gilliland. *Sami and the Time of the Troubles*. Clarion Books.
Ten year old Sami lives in the ruins of Beirut and hopes this will be the last time of civil chaos.

Heide, Florence P. and Judith Heide Gilliland. 1999. *The House of Wisdom*. New York: DK.
Ishaq a young boy from ancient Baghdad becomes scholar and traveler in search of books for the House of Wisdom, Baghdad's library.

Jaffe, Nina and Steve Zeitlin. 1998. *The Cow of No Color: Riddle Stories and Justice Tales from Around the World*. Henry Holt and Co.

A collection of stories which focus on the question of justice. The authors describe the problem, leave it to you to solve the problem, and then tell the answer as it appears in the original tale. Excellent round table discussion starters.

Jungman, Ann. 2004. *The Most Magnificent Mosque*. Francis Lincoln.

Three naughty boys working in the gardens of the mosque at Cordoba develop a sense of the building's beauty and significance. Years later, when the king decides to pull the buildings down, they must do something on behalf of the citizens of Cordoba, whether Muslim, Jew, or Christian.

Kerley, Barbara. 2007. *A Little Peace*. National Geographic.

Seeds of peace are all over the world. Help spread it. Gripping photos and text.

Khan, Rukhsana. 1998. *The Roses in My Carpets*. New York: Holiday House.

When a young boy and his mother and sister come to a refugee camp to escape the war in Afghanistan, he finds some comfort in the beauty of the carpets he is learning to weave. Explicit about dangers and hardships in refugee camp, but optimistic.

Menzel, Peter. 1994, *Material World: A Global Family Portrait*. Sierra Club Books.

An epic photo journey through the homes and lives of 30 families around the world, revealing the culture and economic geography of our times. 256pp.

Morris, Neil. 2003. *The Atlas of Islam*. Barron's Educational Series.

Many photos, original art, maps and reproductions illustrate this compendium of information about Islam for young readers.

O'Brien, Tony and Mike Sullivan. 2008. *Afghan Dreams: Young Voices of Afghanistan*. Bloomsbury Publishing.
Afghan children tell stories and articulate their dreams in the middle of their everyday lives.

Robert, Na'ima bint and Diana Mayo. 2005. *Journey Through Islamic Art*. Mantra Lingua.

Rumford, James. 2008. *Silent Music: A Story of Baghdad*. Roaring Book Press.
Ali lives in war-torn Baghdad, inspired by Yakut the master calligrapher of 800 years ago.
Beautiful calligraphy.

Sanders, Peter. 2009. *The Art of Integration: Islam in our Green and Pleasant Land*. Awakening Publications.

A graceful and visually poetic reminder that Muslims have been part of British society for over a century and have contributed rich cultural diversity to United Kingdom.

Scholes, Katherine. 1989. *Peace Begins with You*. Sierra Club.

The concept of peace is explained clearly for children, It explores sources of conflict and its resolution. The best way to protect peace is to ensure that everyone is treated fairly.

Smith, David J. 2002. *If the World were a Village*. Kids Can Press.

Imagine the whole world population of 100 people. The companion DVD provides the visual impact of what this village looks like.

Stanley, Diane. 2002, *Saladin: Noble Prince of Islam*. Harper Collins.

In the 12th century, the time of the First Crusade, Saladin was revered by all, even his enemies, for his compassion, piety, tolerance and wisdom.

UNICEF. 2002. *A Life Like Mine, How children live around the world*. DorlingKindersley.

A two- page spread for each child in a different place in the world.

UNICEF. 2007. *A School Like Mine*. Dorling Kindersley.

A companion to *A Life Like Mine*, we visit schools around the world to see what happens there.

Sales, Francisc d'A, 1989. *Ibrahim*. Lippincott.

Ibrahim is tempted to exchange his job in the old market place in Marrakesh for a freer life as a desert nomad, until a dream shows him that freedom is something carried in the heart.

Williams, Karen Lynn and Mohammed, Khadra. 2007, *Four Feet, Two Sandals*. Eerdmans.

A refugee girl in a camp shares a pair of sandals with another barefooted girl.

www.youcan.ca
www.ucando.org
<http://www.muslimheritage.com>
<http://www.histori.ca/fairs/>
<http://www.muslimheritage.com>
<http://www.oregonshadowtheatre.com/anansi.htm>
<http://turkicfest.org>
 Mahmoud Hourani at Children's Museum Jordan. http://www.cmj.jo/flagship_program/6484
<http://www.earthshadowtheatre.co.uk/>
www.history.com/classroom/unesco/.../mansamoussa.html
<http://www.hajinformation.com/main/n101.htm>.
<http://www.kidactivities.net/post/Community-Service-Ideas-for-Kids>
<http://www.goodcharacter.com/SERVICE/primer-10.html>

LITERATURE CONNECTIONS TO LIVING ISLAM

Khan, Aisha Karen. 2008. *What You Will See Inside a Mosque*. Skylight Paths. The author describes the parts of the structure and the behavior of Muslims within it. Full colour photographs.

Abdullah, Noorah Kathryn. 2010. *What do we say...?* Islamic Foundation. Simple content and design. Question and answer format.

Albert, Edoardo. 2009. *Call to Prayer: The Story of Bilal*. Islamic Foundation.

Abdullah, Fadel. 1994. *Our Book of Du'a for Children*. Chicago: IQRA.

Barber, Nicola, 2005, *Islamic Art and Culture*. Raintree. What do we learn about a culture through its art? We see how and why people make their art.

Conover, Sarah and Crane, Freda. 2004. *Ayat Jamilah: Beautiful Signs, A Treasury of Islamic Wisdom for Children and Parents*. Eastern Washington University Press.

This anthology gathers traditional stories from across the Muslim world and draws from the Qur'an and ahadith, Islamic spirituality and ethics, folktales and exemplary persons of the Islamic tradition.

Durkee, Noura. 1999. *Tales from the Quran Series*. Tahrike Tarsile Quran. Prophetic stories and moral tales found in the Quran retold and illustrated by the author for young children.

The Fall of the Giant
The King, the Prince, and the Naughty Sheep
Yunus and the Whale

Ganeri, Anita. 2007. *The Great Night Journey and Other Stories*. QEB. Other stories in the book are: Muhammad and the Holy Book, The Journey to Madinah, and The Well in the Desert.

Harder, Elma Ruth. 1999. *Lives of the Prophets*. Oxford University Press.
 Eleven stories simply retold, based only on the Noble Qur'an (no embellishing details or stories from other traditions). Each story ends with a list of *ayat* references, so students can find the story in the Qur'an.

Islam, Yusuf. 2000. *A is for Allah*. Mountain of Light.
 Yusuf Islam wrote a song to teach his first born child that the letter A stood first and foremost for Allah the Almighty and not, as is often taught, only for apple. Through the Arabic alphabet, the reader is introduced to the fundamental aspects of Islam, from Allah the One, to Jannah the Garden of Paradise, through to the Quran, the Book of God, and Yawm ad-Deen, the Day of Judgement.

Khan, Saniyasnain. 2001. *Tell Me about ...Series*. Goodword Books.

Illustrated with maps, photos, charts, and drawings, these books provide background information about the life and times of the prophets and prophetic mission.

Tell Me about the Creation

Tell Me about Hajj

Tell Me about the Prophet Ibrahim

Tell Me about the Prophet Muhammad

Tell Me about the Prophet Musa

Tell Me about the Prophet Yunus

Nasr, Seyyed Hossein. 2005. *Mecca the Blessed, Madinah the Radiant*. Aperture Books.
 Photographs by Ali Kazuyoshi Nomachi. Most of these spectacular photos were taken during the month of Ramadan when many faithful are in Mecca and Medina on pilgrimage.

Sinclair, Mehded Maryam, 2008, *Miraculous Happenings in the Year of the Elephant*, Islamic Foundation.

A retelling of how the power-hungry Abrahah intended to destroy the Ka'ba. CD accompanied by the storybook.

Sinclair, Mehded Maryam. 2008. *A Mercy to the Worlds*. Amman: Nur al Qasas.
 CD recording. An introduction for young children to the whole prophetic tradition, beginning with Adam and ending with Prophet Muhammad.

Sinclair, Mehded Maryam. 2008. *The Bowing of the Stars*. Amman: Nur al Qasas.
 CD recording, a retelling of moments from the life of Prophet Yusuf.

LITERATURE CONNECTIONS TO SELECTED THEMES

BISMILLAH

Haan, Amanda. 2003. *I Call My Hand Gentle*. Viking.

What will your hand do? Read the book, discuss how you can choose your actions, trace around your hand, and turn it into an art project.

Katz, Karen. 1999. *The Colors of Us*. Henry Holt.

Simple tale of the many shades of children.

Sinclair, Mehded Maryam. 2009. *A Trust of Treasures*. Islamic Foundation.

A tale of praise to the One who created.

Stojic, Manya. 2002. *Hello World, Greetings in 42 Languages*. Scholastic.

Simple illustrations, single greetings on each page.

FAMILY

Kyuchukov, Hristo. 2004. *My Name Was Hussein*. Boyds Mills Press.

Although they have kept their Islamic traditions living in their Bulgarian village for many generations, when an army takes over their village, a Muslim boy and his family are forced to take Christian names.

Robert, Na'ima bint. 2002. *The Swirling Hijaab*. Mantra.

A little girl playing with her mother's *hijaab* imagines she is a brave warrior queen, an adventurous nomad in the desert, a beautiful bride, and inside a Bedouin tent.

Woodthorpe. 2005. *Deborah, Hannah and her Grandma*. Islamic Foundation.

As young Hannah and her grandmother travel together, Hannah sees *ayat* all around her, while her grandmother can not. Together they search for truth and finally agree.

MAKING A DIFFERENCE

Bregoli, Jane. 2004. *The Goat Lady*. Tilbury House.

A true story of two children and their mother who befriend an elderly lady who raises goats. For many years Noaelie has provided goats milk for people who need it and sent her extra kids to poor people through Heifer International.

D'Adamo, Francesco. 2005. *Iqbal*. Aladdin.

This moving docu-novel, translated from the Italian, adds a new dimension to the recent biographies of Iqbal Masih, the brave young activist who brought global attention to the appalling facts of contemporary child labor when he escaped from bondage in a carpet factory and went on to help liberate other children like him before he was killed at age 13.

Knowles, Kathy. 2008. *Peter's Wish*. Osu Children's Library Fund.
Peter's father works as a scout with an anti-poaching team in Tanzania. Full-colour photos.

Knowles, Kathy. 2008. *Maria's Wish*. Osu Children's Library Fund.
This is the true story of how Maria's family works to bring back the trees in her village in Tanzania. Full colour photos.

Milway, K. Smith. 2008. *One Hen: How One Small Loan Made a Big Difference*. Kids Can Press.
Changes happen in the world, one person, one family, one community at a time. Based on a real person, Kojo changed his community.

Morteson, Greg, and Roth, Susan. 2009. *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea*. Dial Books.
The true story of how a failed climb up the mountain K2 inspired Dr. Greg to build schools in remote regions of Pakistan and Afghanistan.

Royal Islamic Strategic Studies Centre (Jordan) and the Center for Muslim-Christian Understanding (Georgetown University). 2009. *The 500 Most Influential Muslims*.
The 200 page report surveys a broad spectrum of leadership categories, including political leaders, religious scholars, preachers, and leaders in arts and culture. Available at:
<http://www.rissc.jo/muslim500v-1L.pdf>

Stamaty, Mark Alan. 2004. *Alia's Mission: Saving the Books of Iraq: Inspired by a True Story*, Knopf Books.
An Iraqi librarian's courageous fight to save books from the Basra central library before it was destroyed in the war in 2003 is told in graphic novel format.

Shea, Pegi Deitz. 2003. *The Carpet Boy's Gift*. Tilbury House.
Yearning for freedom and schooling for himself and other children who toil in the carpet factory in Pakistan to repay loans from the factory owner to their parents, Nadeem is inspired by a former carpet boy named Iqbal Masih to lead the way.

Winter, Jeannette. 2005. *The Librarian of Basra: A True Story from Iraq*. Harcourt.
The true story of a librarian in Iraq who struggles to save books before the Basra library is destroyed by war.

Winter, Jeannette. 2008. *Wangari's Trees of Peace*, Harcourt.
A young Kenyan girl decides to plant nine seedlings, which grow along with her plans to bring change. This is the true story of Wangari Maathai, environmentalist and winner of Nobel Peace Prize.

NOURISHMENT

Beach, Mark and Kauffman, Julie. 2006. *Simply in Season Children's Cookbook: a world community cookbook*. Herald Press.

This cookbook is an imaginative, active invitation for children to get in touch with real food, see where it comes from, take responsibility for preparing it, and have fun from the garden to the kitchen table.

Menzel, Peter and D'Aluisio, Faith. 2005. *Hungry Planet: What the World Eats*. Material World Books.

A photographic collection exploring what the world eats featuring portraits of thirty families from twenty-four countries surrounded by a week's worth of food.

RAMADAN

Ghazi, Suhaib Hamid. 1996. *Ramadan*. New York: Holiday House.

Beautifully illustrated, this small book provides good information about customs as it leads the reader through a child's day during Ramadan.

Heiligman, Deborah. 2006. *Celebrate Ramadan and Eid Al-Fitr with Praying, Fasting, and Charity*. National Geographic.

This lovely collection of photographs and elegant prose has backmatter with facts about Islam and the Islamic calendar, a recipe and recommended books and websites.

Hoyt-Goldsmith, Diane. 2000. *Celebrating Ramadan*. HolidayHouse.

A family observes a month of prayer and fasting followed by celebration.

Jones-Bey, Hassaun Ali. 1996. *Better than a Thousand Months: An American Muslim Family Celebration*. Peace Jungle Music, Poems, Stories.

The father is confronted by his 8-year-old daughter: "Why don't Muslims celebrate Christmas?" This little girl is not looking for a theological response but instead wants the Muslim counterpart of Christmas lights, carols and shopping. The father responds with a creative, colorful and sometimes humorous answer that grows to include the entire family.

Katz, Karen. 2007. *My First Ramadan*. Henry Holt.

A young boy observes Ramadan with his family.

Khan, Hena. 2008. *Night of the Moon*. Chronicle Books.

Vibrantly illustrated. Yasmeen watches the changing of the moon throughout the month of Ramadan.

Matthews, Mary. 1996. *Magid Fasts for Ramadan*. Clarion Books.

Magid, an eight-year-old boy in Cairo, is determined to celebrate Ramadan by fasting, despite the opposition of family members who feel that he is not yet old enough to fast.

Robert, Na'ima Bint. 2009. *Ramadan Moon*. Frances Lincoln.
Stunning illustrations; lyrical text.

Whitman, Sylvia. 2008. *Under the Ramadan Moon*. Albert Whitman and Co.
The patterned text makes an easy read along book for early years.

Zucker, Jonny. 2004. *Fasting and Dates*. Barrons.
A simple introduction to Ramadan and Eid-ul-Fitr.

THE TRAVELER

Clayton, Sally. 2004. *Tales Told in Tents: Stories from Central Asia*. Frances Lincoln.
Travelling tales from the steppes, mountains, deserts, and cities of Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

Gilchrist, Cherry. 1999.. *Stories from the Silk Road*. Barefoot Books.
The spirit of the Silk Road guides us along the trade route from Chang'an to Samarkand.
Travelers are many, always ready to tell a good story. Collection of seven stories, with a map and interesting facts as end matter.

Krebs, Laurie. 2005. *We're Riding on a Caravan: An Adventure on the Silk Road*. Barefoot Books.
A yearlong caravan journey introduces readers to rugged travel on the ancient trade route, with informative endnotes and a map. Lyrical refrain and captivating illustrations.

Rumford, James. 2001. *Traveling Man: The Journey of Ibn Battuta, 1325-1354*. Houghton Mifflin.
Ibn Battuta traveled nearly 75,000 miles in 29 years before returning to his home in Morocco in the 14th century. Told in first person, this account of his journey engages young readers with vivid images in text and illustration and provides detailed back matter with specific information of his route. Exquisite calligraphy.