Noor International Academy

Noor International Academy (Pre-K – 6th Grades)
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ELEMENTARY & MIDDLE SCHOOL COURSE OFFERINGS

2026–2027

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Dear Student,

Welcome to Noor International Academy, where learning is exciting! We have put together this course description handbook to help you decide and choose the right classes for the 2026–2027 school year.

The course abstracts will help you understand what each class has to offer. Some courses have prerequisites, be sure to pay attention to these requirements prior to your selection, your counselor or counselor advocate and or your principal can assist you if you have any questions.

Remember, the best choices are made by students who carefully study this information, explore their career goals, and share their high school plans with their parents. *"**Commitment to Excellence**"*.

Mission

The mission of Noor International Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

The Academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Philosophy

Noor International Academy believes that...

- Quality education enhances the student's mental, physical, and emotional abilities and promotes altruistic thinking in this diverse and divided world.
- Quality education integrates teaching the ethnic and cultural traditions and values into the academic program and develops an awareness of their self, identity, and obligations towards self, family, community, society and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and can reach their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.

Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community.

The Four Pillars of HES and the Academy

Education at Hamadeh Educational Services and its academies is centered around FOUR PILLARS and instilling these values, ideals, and principles in ourselves and in our students. We - all students *and* staff of HES – believe in and strive to embody the following characteristics, habits, traits, and values…

I. Scholarship (based on a commitment to life-long learning)

- We are educated – familiar and informed regarding well-known concepts and ideas.
- We are inquisitive – questioning, examining, and exploring what we see/are presented with.
- We are intellectual – able to think things through, reason, and problem-solve.
- We are reflective – taking stock of how we're progressing academically and making plans for ongoing improvement.

II. Character (based on learning/acquiring habits and traits that will make one successful in *all* aspects of life, including being a leader/an example for others to follow, instilled with a sense of contribution and fulfillment)

- We have true grit.
  - We are self-motivated, driven, ambitious, and determined; we possess strong will power.
  - We are self-disciplined/self-controlled.
  - We are optimistic and confident.
  - We are tenacious, resilient, and able to persevere in the face of obstacles.
  - We understand that failure is an important and integral part of the road to success.
  - We possess a strong work ethic.
- We are honest, trustworthy, and principled.
- We are fair, moral, and ethical.
- We are respectful to ourselves, family, and all others.
- We have integrity and the strength/fortitude to stand up for our rights and what we believe in.
- We are reflective and accountable--able to admit when we are wrong, accept responsibility for our wrongdoings, and willing to learn from our mistakes.
  - We are forgiving and apologetic whenever necessary.
- We are appreciative and humble, instilled with a sense of modesty.
- We are willing, effective, and respectful communicators—even when we disagree with others or have others disagree with us.
- We are empathetic, caring, kind, understanding, and open-minded.
- We are balanced and successfully able to "juggle" the different roles of life.
- We are courageous, brave, and smart risk-takers.

- We are passionate and enthusiastic with a zest for life.
- And because we have strong character, we undoubtedly have a strong sense of contribution.
    - We are actively engaged and have a strong willingness to make a difference in the lives of others.
    - We desire to help others (based on our own intrinsic motivation to do so and a sense of responsibility to others).
    - We possess a sense of benevolence.
    - We have an innate sense of giving and generosity.

III. Culture (based on a sense of respecting, honoring, understanding, and valuing the practices, ideas, and experiences shared by a common group—integral when building community)

- We realize just how crucial it is to know, understand, and appreciate our own culture.
- We know how vital culture is to all peoples and that we must seek to understand not only our own culture, but the culture of other peoples as well.
- We value, respect, and understand how the common experiences of a group/community help shape the way its members understand the world—that culture is a collective, agreed-upon set of familiar values, beliefs, perspectives, practices, products (e.g. books, foods, laws, dress, music, arts and crafts, games, etc.), and ideas that bind a group together in harmony.
- We appreciate and value how one's culture influences one's views, ideas, loyalties, perspectives, fears, hopes, and other characteristics.
- We understand and empathize with the concept that while all groups/cultures certainly have diverse and distinctive characteristics, all cultures are composed of human beings who ultimately share the same basic needs and want the same things in life: physical needs (food, water, etc…), safety and security, supporting relationships--specially family, a sense of accomplishment and realization of hopes and dreams, etc.
- We realize that each cultural group has unique strengths and perspectives that the larger community – the world – can benefit from.
- We are aware that understanding culture and cultural differences will help us all overcome and prevent division and misunderstandings (like racial and ethnic division, gender bias, stereotyping, etc.).
- We know that understanding and appreciating culture is a vital first step to building community.

IV. Community(based on a sense of belonging and *responsibility* to others/*all* the diverse groups we are a part of – a sense and understanding that we are all brothers and sisters of the human race)

- We *know* – not just recognize – that while we must be aware of and learn from others different from us (capitalizing on the diversity of the world), we are *more* similar than different and are all brothers and sisters of the human race.
- We consistently and actively communicate with those around us – those in our various communities.

- We are responsible for more than just ourselves; we belong to, support, and are responsible/loyal to a great variety of groups/communities including:
  - One's family (parents, siblings, immediate and extended family), neighbors, friends, teams, and school.
  - One's affiliations/organizations/memberships, city/village/tribe, state, country, culture, species, environment, and the entire world.

Educational program

The Academy offers a variety of educational programs that comply with the Michigan Core/Merit Curriculum Content (MMC) and Common Core Standards recommended by the Michigan State Board of Education. Students will receive instruction in the following areas:

Computer and Information Sciences
English Language and Literature (Reading/Writing)
Fine and Performing Arts
Foreign Language and Literature
Physical Health and Safety Education
Character Education
Life and Physical Sciences
Life/Study Skills & Other Electives
Mathematics
Social Sciences and History
Violence Prevention

All students must create a plan before entering high school, and the Academy currently uses Career Cruising. All 6th grade students outline their course of study in their Educational Development Plan (EDP), in preparation for high school and Post-secondary education or career readiness. Each plan is individualized to address individual student needs to ensure successful completion of the educational program itself.

MDE CORE COURSES

- **English Language Arts**: Language Arts, English, Reading
- **Social Studies**: Social Studies, Economics, Geography, History, Political Science
- **Science**: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
- **Mathematics**: Mathematics
- **World Language**: French, German, Greek, Latin, Russian, Spanish, Other World Languages, Italian, Polish, Hebrew, Japanese, Chinese, Arabic
- **The Arts**: Music Education, Visual Art, Theatre/Performance, Dance
- **Level-Related Assignments**: General Elementary, K-5 All Subjects, K-8 Self-Contained

Computer and Information Sciences Departments

The MMC's Online Learning Experience Guidelines document1 identifies the three manners in which a student in middle school can have a meaningful online learning experience. From the guidelines we see that online learning is identified as "a structured learning activity that utilizes technology with intranet/Internet-based tools and resources as the delivery method for instruction,

[1] http://www.michigan.gov/documents/mde/Online10.06_final_175750_7.pdf

research, assessment, and communication." The three manners in which a student can have an online learning experience are Online Courses, Online Learning Experiences & Online Learning incorporated into each of the Required Credits.

Based on the guidelines, a quality online learning experience is a combination of structured, sustained, integrated, meaningful learning activities accessed via a telecommunications network. A student that has been successful in this type of experience should develop competency for being able to learn in a virtual environment (life-long learning). The total collection across all grades 6-8 of these experiences are required to be a minimum of 20 hours. Since Online Learning is incorporated into each of the Required Core Classes, students will not be required to submit learning experience logs. Instructional Staff will collaborate at the beginning of the school year to include specific activities in the course syllabus and planning documents so that one full year meets a minimum of 20 hours giving students the opportunity to accumulate 140+ hours of online learning experience.

Courses in computer and information science departments can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Computer & Information Technology **Course No/MI ID: 60003**
GRADES: (K-6) **CREDIT TYPE: Technology** **CREDIT(S): 0.5**
Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.

- **WebQuests** – an inquiry-oriented activity in which most or all of the information used by students is online.
- **Educational Blog** – a personal online journal that is frequently updated and intended for public consumption.
- **Wiki** – collaborative editing place on the web.
- **Podcast/Videocast** – the distribution of audio or video files over the Internet for listening on mobile devices and personal computers.
- **RSS Feed** – RSS stands for "Really Simple Syndication". It is a way to easily distribute a list of headlines, update notices, and sometimes content to a wide number of people. It is used by computer programs that organize those headlines and notices for easy reading.
- **Learning Management System** – a software application or Web-based technology that provides a teacher a way to create and deliver content, monitor student progress and assess performance.
- **Online Research** – teacher directed and guided practical online searching that weeds out poor or non-relevant sites and directs students to sites easily recognizable as valid and trustworthy.
- **Electronic Portfolio** – a type of learning record that provides actual evidence of achievement

– a collection of electronic documents that demonstrate your skills.

- **Online Resource Validation** – process of confirming the validity of the data, information and/or source of web information.
- **Interactive Discussions with Experts** – a connection via audio and video (video conferencing) or audio (phone conferencing) with an expert.
- **Interactive Discussions between Students** – a connection using video and audio (video conferencing) or audio (phone conferencing) with another class.
- **Online Field Trips** – high-tech field trips on the web that offer video and audio segments to make the visit more interactive and provide opportunities for new discovery in the classroom.
- **Online Simulations** – a web-based re-creation of an authentic experience.
- **Educational Gaming** – Online gaming in education implies experiential, discovery-driven learning through play.
- **Online Project** – a curriculum lesson that incorporates a variety of online activities.
- **Test Preparation Tool** – web-based practice test taking and feedback.
- **Career Planning Tools** – structured and extended web-based programs incorporating interest inventories, career exploration and portfolio compilation.

Students are expected to meet technology proficiency standard requirements by no later than the 8th grade. Below are the MDE's technology standards for grades K-8 that teachers will incorporate into their lessons:

Michigan Integrated Technology Competencies for Students

Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS) support the Top 10 in 10 Strategic Plan. The competencies specifically address two components of the Learner-Centered Supports Focus Area which include Personalized Learning and Deeper Learning. Successful implementation of the MITECS requires professional learning for technology integration to support an Effective Education Workforce. Strategic Partnerships are a critical component of the MITECS as students access networks of professional experts and explore local community issues. Finally the MITECS inherently require Systemic Infrastructure - access to devices and robust connectivity to enable everywhere, all-the-time learning.

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b. Build networks and customize their learning environments in ways that support the learning process.

c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Students:

a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

MICHIGAN Department of Education **2017** TOP 10 IN 10 YEARS

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Students:

a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c. Develop, test, and refine prototypes as part of a cyclical design process.

d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Students:

a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.

c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Students:

a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

MICHIGAN Department of Education 2017 TOP 10 IN 10 YEARS

Physical Health and Safety Education Department

Movement is critical to all aspects of a child's growth and development. Physical education provides unique learning opportunities for students in kindergarten through grade 12 to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity.

Physical education is an integral component of the education process. Researchers have shown that students who participate in regular physical education will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Regular physical education encourages a positive attitude towards self and others, which is an important factor in creating a healthy learning environment.

Quality physical education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

A physically educated person who participates in health-enhancing physical activity:

- Demonstrates competence in selected motor skills.
- Assesses, achieves, and maintains physical fitness.
- Applies cognitive concepts in making wise lifestyle choices.
- Exhibits appropriate personal/social character traits while participating in physical activity.

Courses in physical health and safety education can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Presidential Youth Fitness Program (PYFP)

Along with the MDE's physical and health education standards, the Academy also participates in the Presidential Youth Fitness Program (PYFP) The premier program of the President's Council on Fitness, Sports, and Nutrition. It helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation.

The PYFP program is for everyone: fitness beginners, weekend warriors, athletes, physical education teachers, and kids. It takes staying active beyond the school gym, and into everyday life. The challenges are designed to help improve anyone's activity level – young or old. It's about choosing to live healthier – and finding things you really like to do:

- Physical Fitness Test measures the physical fitness of kids and teens.
- Adult Fitness Test measures an adult's aerobic fitness, muscular strength, flexibility, and other aspects of health-related fitness.
- Presidential Active Lifestyle Award (**PALA**) challenge is for people who want to make physical activity and healthy eating part of their everyday lives.
- Presidential Champions challenge is for people who want to be more active more often.

- **Choose the challenge that's right for you, sign up[2], and then get moving!**

GRADES K-6

Health and Fitness **Course No/MI ID: 58052**
GRADES: (K-5) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Physical Education (KG) **Course No/MI ID: 58030**
GRADES: (K) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (Kindergarten) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards for Kindergarten.

Physical Education (1st) **Course No/MI ID: 58031**
GRADES: (1) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 1) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 1.

Physical Education (2nd) **Course No/MI ID: 58032**
GRADES: (2) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 2) courses typically emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content may include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health. Specific content depends upon state standards for grade 2.

Physical Education (3rd) **Course No/MI ID: 58033**
GRADES: (3) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 3) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Loco motor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 3.

Physical Education (4th) **Course No/MI ID: 58034**
GRADES: (4) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 4) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through

[2] https://www.fitness.gov/participate-in-programs/presidents-challenge/

physical activity. Loco motor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 4.

Physical Education (5th) **Course No/MI ID: 58035**
GRADES: (5) CREDIT TYPE: PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 5) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Loco motor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics may also be included. Specific content depends upon state standards for grade 5.

Physical Education (6th) **Course No/MI ID: 58036**
GRADES: (6) CREDIT TYPE:PhysicalHealthandSafetyEducation CREDIT(S): 0.5
Physical Education (grade 6) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6.

Fine and Performing Arts Department

It is through sight, sound, movement, and creative play that we first learn about the world. Throughout life, the arts remain critical to our balanced development as creative, problem-solving members of our communities. Art not only enriches children's lives, it also has a profound impact on their academic achievement. Research shows students with an education in the Arts outperform others by virtually every measure. Moreover, learning through the Arts can help "level the playing field" for youngsters from disadvantaged circumstances.

Courses in fine and performing arts can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

GRADES K-6

Music (KG) **Course No/MI ID: 55130**
GRADES: (K) CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
Music (Kindergarten) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for Kindergarten.

Music (1st) **Course No/MI ID: 55131**
GRADES: (1) CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5

Music (grade 1) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 1.

Music (2nd) **Course No/MI ID: 55132**
GRADES: (2) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Music (grade 2) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 2.

Music (3rd) **Course No/MI ID: 55133**

GRADES: (3) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Music (grade 3) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 3.

Music (4th) **Course No/MI ID: 55134**

GRADES: (4) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Music (grade 4) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 4.

Music (5th) **Course No/MI ID: 55135**

GRADES: (5) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Music (grade 5) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 5.

Music (6th) **Course No/MI ID: 55136**
GRADES: (6) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Music (grade 5) courses provide activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6.

Drama – Comprehensive (6th) **Course No/MI ID: 55076**
GRADES: (6) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Drama - Comprehensive (grade 6) courses are intended to help develop students' experience and skill in one or more aspects of theatrical production. Initial courses are usually introductory in nature, providing an overview of the features of drama such as acting, set design, stage management, and so on. The more advanced courses concentrate on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. These courses may also provide a discussion of career opportunities in the theater. Specific course content conforms to any existing state standards for grade 6.

GRADES K-6

Art (K) **Course No/MI ID: 55180**
GRADES: (K) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (kindergarten) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for kindergarten.

Art (1st) **Course No/MI ID: 55181**
GRADES: (1) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (grade 1) courses provide to students' activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 1.

Art (2nd) **Course No/MI ID: 55182**
GRADES: (2) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
55182 Art (grade 2) Art (grade 2) courses provide to students' activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable 40 • Prior-to-Secondary School Course Classification System students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture,

crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 2.

Art (3rd) **Course No/MI ID: 55183**
GRADES: (3) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (grade 3) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for grade 3.

Art (4th) **Course No/MI ID: 55184**
GRADES: (4) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (grade 4) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 4.

Art (5th) **Course No/MI ID: 55185**
GRADES: (5) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (grade 5) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 5.

Art (6th) **Course No/MI ID: 55186**
GRADES: (6) **CREDIT TYPE: FineandPerformingArts** **CREDIT(S): 0.5**
Art (grade 6) courses provide to students' activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 6.

Creative Art (3rd - 5th) **Course No/MI ID: 55155**

GRADES: (3-5) CREDIT TYPE: FineandPerformingArts CREDIT(S): 0.5
reative Art – Drawing/Painting courses cover the same topics as Creative Art – Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. Specific course content conforms to any existing state standards for grades 3-5.

Life and Physical Science Department

Noor International Academy has adopted the newly released K-12 Michigan Science Standards that were adopted in November 2015 by the State. Design teams working in four domains – live sciences, physical sciences, earth and space sciences, and engineering and technology. Research suggests students need to be engaged in doing science by engaging the same practices used by scientists and engineers.

Furthermore, students should engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students also need to see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines.

Courses in life and physical sciences can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Cross Cutting Concepts (CCC)

The seven Crosscutting Concepts outlined by the ***Framework for K-12 Science Education*** are the overarching and enduring understandings that provide an organizational framework under which students can connect the core ideas from the various disciplines into a "cumulative, coherent, and usable understanding of science and engineering" (*Framework,* pg. 83).
These crosscutting concepts are:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Disciplinary Core Ideas (DCI)

The crosscutting concepts cross disciplines. However, within each discipline are core ideas that are developed across grade spans, increasing in sophistication and depth of understanding. Each performance expectation (PE) is coded to a DCI. A list of DCIs and their codes can be found on the MDE website and in the MDE Guidance Documents.

Science and Engineering Practices

In addition to the Crosscutting Concepts and Disciplinary Core Ideas, the National Research Council has outlined 8 practices for K-12 science classrooms that describe ways students should be engaged in the classroom as a reflection of the practices of actual scientists and engineers. When students "do" science, the learning of the content becomes more meaningful. Lessons should be carefully designed so that students have opportunities to not only learn the essential science content, but to practice being a scientist or engineer. These opportunities set the stage for students to transition to college or directly into STEM careers.

Listed below are the Science and Engineering Practices from the *Framework:*

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

K-12 Science Education, which set forth guidance for science standards development based on the research on how students learn best. This extensive body of research suggests students need to be engaged in doing science by engaging the same practices used by scientists and engineers. Furthermore, students should engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students also need to see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines. The proposed Michigan standards are built on this research-based framework. The framework was used in the development of the Next Generation Science Standards, for which Michigan was a lead partner. The Michigan Science Standards are derived from this effort, utilizing the student performance expectations and their relevant coding (for reference purposes). These standards are intended to guide local curricular design, leaving room for parents, teachers, and schools to surround the standards with local decisions about curriculum and instruction. Similarly, because these standards are performance expectations, they will be used to guide state assessment development.[3]

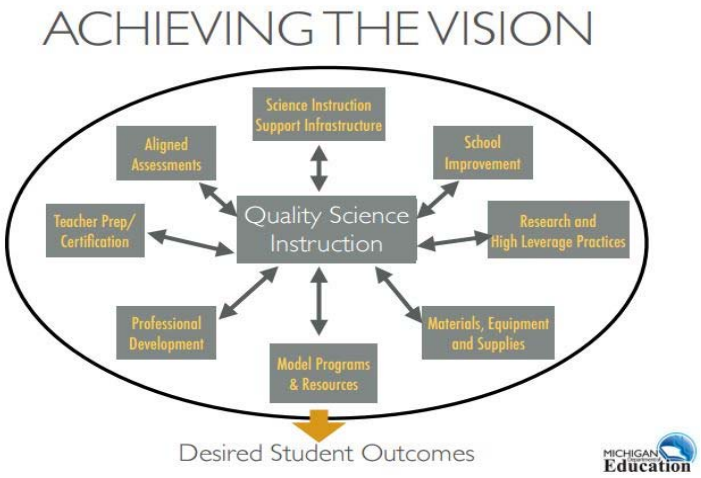
Michigan's science standards are organized by grade level K-5, and then by grade span in middle school and high school. The K-5 grade level organization reflects the developmental nature of learning for elementary students in a manner that attends to the important learning progressions toward basic foundational understandings. By the time students reach traditional middle school grades (6-8), they can begin to build on this foundation to develop more sophisticated understandings of science concepts within and across disciplines. This structure also allows schools to design local courses and pathways that make sense for their students and available

[3] **MDE –** http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

instructional resources.

With the changes in the learning standards to a more "doing science" approach teachers will be engaging students with scientist and engineering concepts and activities.

- Lessons will be structured so that the work is driven by questions arising from phenomena, rather than topics sequentially pursued according to the traditional breakdown of lesson.
- The goal of investigations is to guide construction of explanatory models rather than simply testing hypotheses.
- Answers to science investigations are more than whether and how two variables are related, but need to help construct an explanatory account.
- Students should see what they are working on as answering explanatory questions rather than learning the next assigned topic.
- A large part of the teachers' role will be to support the knowledge building aspects of practices, not just the procedural skills in doing experiments.
- Extensive class focus needs to be devoted to argumentation and reaching consensus about ideas, rather than having textbooks and teachers present ideas to student



Science (K) **Course No/MI ID: 53230**

GRADES: (K) CREDIT TYPE: LifeandPhysicalSciences **CREDIT(S): 1**
Science (kindergarten) courses encourage students to observe and describe properties of organisms, systems, and the environment. Students may raise questions, identify patterns, and record observations. Specific content depends upon state standards for kindergarten.

Science (1st) **Course No/MI ID: 53231**
GRADES: (1) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 1) courses allow students to identify interactions and patterns in objects and events and to record observations in written or visual form. Typically, students investigate systems of

living organisms and the environment. Specific content depends upon state standards for grade 1.

Science (2nd) **Course No/MI ID: 53232**
GRADES: (2) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 2) courses continue to introduce students to basic scientific processes and principles. Course content may include identification of patterns, classification and sequencing, or manipulation of systems to observe interactions between parts and record the effects of change. Specific content depends upon state standards for grade 2.

Science (3rd) **Course No/MI ID: 53233**
GRADES: (3) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 3) courses involve observation, measurement, and description of simple systems. Course content may include the scientific process; life and environmental science; and physical, earth, and space science. Specific content depends upon state standards for grade 3.

Science (4th) **Course No/MI ID: 53234**
GRADES: (4) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 4) courses typically explore complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students may identify causes and effects of change, make predictions, and gather data from multiple sources. Specific content depends upon state standards for grade 4.

Science (5th) **Course No/MI ID: 53235**
GRADES: (5) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 5) courses build on the study of various systems. They may include identification and description of cycles, comparisons of forms of matter and energy, forces, or content consistent with state academic standards. Students may make comparisons and interpret and analyze information. Specific content depends upon state standards for grade 5.

Science (6th) **Course No/MI ID: 53236**
GRADES: (6) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 1**
Science (grade 6) courses typically include subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6.

Principles of Technology-Science (6th) **Course No/MI ID: 53153**
GRADES: (6) **CREDIT TYPE: LifeandPhysicalSciences** **CREDIT(S): 0.5**
Principles of Technology courses focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomena are presented in the context of current, real-world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the Principles of Technology curriculum. This course provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. Students will use available technologies integrated into their inquiries.

Mathematics Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[4], Mathematical understanding and skills are essential elements for meaningful participation in the global information society. US expectations in mathematics for students have not kept pace with expectations in high-achieving countries around the world. And, expectations about who can do mathematics in the US have led to inequitable and unacceptably low opportunities to learn for students living in poor and urban communities. In Michigan, the K-8 Mathematics Common Core Standards represent a major step forward in raising expectations in mathematics for all students.

Additionally, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards. The mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

The Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.
The standards are aligned with college and work expectations;

- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence and research-based.

It is essential to hold high expectations in mathematics for all students for completion of middle school and eventually high school, whether they will enter the workforce or go on to post-secondary education.

As schools transition to the Common Core Standards, and realign their curriculum to such, both the Common Core Standards and Middle School Mathematics Standards will be carefully utilized to ensure appropriate instruction for middle school students is taking place.

The MI Common Core Standards in Mathematics for K-8[5] prescribe a thorough treatment of number, including strong emphasis on computational fluency and understanding of number concepts, to be completed largely by the sixth grade.

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[4] Michigan Merit Curriculum – Mathematics http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

[5] MI Common Core Standards for K-8 – Mathematics http://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

In the middle grades, students see the progressive generalization of arithmetic to algebra. They learn symbolic manipulation skills and use them to solve equations. They study simple forms of elementary polynomial functions such as linear, quadratic, and power functions as represented by tables, graphs, symbols, and verbal descriptions.

In grades K-5, students study figures such as triangles, rectangles, circles, rectangular solids, cylinders, and spheres. They examine similarities and differences between geometric shapes. They learn to quantify geometric figures by measuring and calculating lengths, angles, areas and volumes. In grades 6-8, students broaden their understanding of area and volume and develop the basic concepts of congruence, similarity, symmetry and the Pythagorean Theorem. They apply these ideas to solve geometric problems, including ones related to the real world.

In K-8, students develop the ability to read, analyze, and construct a repertoire of statistical graphs. Students also examine the fundamentals of experimental and theoretical probability in informal ways. The Basic Counting Principle and tree diagrams serve as tools to solve simple counting problems in these grades.

The Standard 2 focus is on Algebra & Functions in which students will:

- Recognize, construct, interpret, and evaluate expressions; fluently transform symbolic expressions into equivalent forms; determine appropriate techniques for solving each type of equation, inequality, or system of equations, apply the techniques correctly to solve, justify the steps in the solutions, and draw conclusions from the solutions; know and apply common formulas.
- Understand functions, their representations, and their attributes; perform transformations, combine and compose functions, and find inverses; classify functions and know the characteristics of each family; work with functions with real coefficients fluently; construct or select a function to model a real-world situation in order to solve applied problems; draw on their knowledge of families of functions to do so.
- Study the symbolic and graphical forms of each function family; recognize the unique characteristics of each family; use them as tools for solving problems or for modeling real-world situations.

Courses in the mathematics department can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Mathematics (K) **Course No/MI ID: 52030**
GRADES: (K) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (kindergarten) courses typically introduce and reinforce basic concepts of mathematics such as counting whole numbers and understanding patterns, time, and money. Specific content depends upon state standards for kindergarten.

Mathematics (1st) **Course No/MI ID: 52031**
GRADES: (1) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 1) courses typically help build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial

reasoning; and measurement. These courses often require students to develop their numerical fluency and to make calculation predictions. Specific content depends upon state standards for grade 1.

Mathematics (2nd) **Course No/MI ID: 52032**
GRADES: (2) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 2) courses typically continue to build a conceptual foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to develop their numerical fluency, School Codes for the Exchange of Data • 17 particularly in addition and subtraction, and to solve problems using those operations as well as estimation. Specific content depends upon state standards for grade 2.

Mathematics (3rd) **Course No/MI ID: 52033**
GRADES: (3) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 3) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. These courses often require students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. Specific content depends upon state standards for grade 3.

Mathematics (4th) **Course No/MI ID: 52034**
GRADES: (4) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 4) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present conclusions based on data. Specific content depends upon state standards for grade 4.

Mathematics (5th) **Course No/MI ID: 52035**
GRADES: (5) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 5) courses typically emphasize number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement. Course content may include activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, or present their mathematical reasoning. Specific content depends upon state standards for grade 5.

Mathematics (6th) **Course No/MI ID: 52036**
GRADES: (6) **CREDIT TYPE: Mathematics** **CREDIT(S): 1**
Mathematics (grade 6) courses typically emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state and national common core standards for grade 6.

English Language and Literature Department

Per MI Merit Curriculum (MMC) Course/Credit Requirements[6], the English Language and Literature Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. In addition to the English Language and Literature Standards and English High School Content Expectations, The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, recently known as the Common Core State Standards.

The English Language and Literature standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understanding mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR[7] standards. The following is a portrait of students who meet the standards set out in the CCR and are College and Career Ready in Reading, Writing, Speaking, Listening, and Language.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on other's ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by

[6] Michigan Merit Curriculum – English Language Arts http://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42674---,00.html

[7] http://www.michigan.gov/mde/0,4615,7-140-28753_38924_41644_42668---,00.html

the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded – but discerning – readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Literacy across the curriculum approach.

This approach is the collection of efforts to make explicit extensions of reading and writing across the curriculum. Proficient reading skills are essential to learning mathematics, science, and social studies concepts. The strategies below are meant to help all students to successfully transfer reading skills to other content areas. It is critical to draw on students' cultural background, prior knowledge, and ability to make connections to the world as they know it.

Pre-Reading Strategies	Reading Strategies	After-Reading Strategies
• Activate prior knowledge; • Use culturally relevant materials to build background knowledge; • Use picture books and other literature to introduce concepts; • Support connecting knowledge and building schemata using graphic organizers; and • Make predictions about text.	• Reconsider and confirm predictions about texts; • Ask specific questions; • Restate or summarize information in their own words; and • Outline, highlight, and draw on their own background knowledge.	• Discuss, elaborate, and clarify text; • Apply information they have read; • Use implicit questions related to text; and • Complete related projects, learning log, and retellings through poetry, lyrics, raps or other research activities.

Courses in English language arts department can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

English Language & Literature (K-5th) **Course No/MI ID: 51999**
GRADES: (K-5) **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English Language and Literature - Other courses cover foundational skills and concepts related to English & Language Arts. This course helps ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Standards covered are Conventions of Standard English, Knowledge of Language (Begins in grade 2), Vocabulary Acquisition and Use. Wherever possible, language will be taught through the relevant, authentic context of the units of inquiry.

English Language & Literature (6th) **Course No/MI ID: 51999**
GRADES: (6-8) **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 1**
English Language and Literature - Other courses cover foundational skills and concepts related to English & Language Arts. This course helps ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Standards covered are Conventions of Standard English, Knowledge of Language (Begins in grade 2), Vocabulary Acquisition and Use. Wherever possible, language will be taught through the relevant, authentic context of the units of inquiry.

Composition - Online Writing (6th) **Course No/MI ID: 51149**
GRADES: (6) **CREDIT TYPE: EnglishLanguageLiterature** **CREDIT(S): 0.25**
Composition - Online Writing courses emphasize writing style and technique in developing students' skills in writing and editing stories, headlines, captions and online learning blogs/web posts (journal entries) using PowerSchool Studio class web pages and other online resources. This course provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. Students will use available technologies integrated into their inquiries.

Social Sciences and History Department

Noor International Academy has adopted the newly revised and adopted K-12 Michigan Social Studies Standards. Effective Social Studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year; students will receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers will utilize the following disciplinary processes with their students:

- Acquiring, organizing, and presenting social studies information
- Conducting investigations on social studies questions
- Analyzing public issues in our various communities
- Engaging in constructive conversation around social studies topics
- Composing cohesive essays expressing a position on public issues
- Participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction that result in relevant learning experiences.

Social Studies are the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding of civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction provides activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen:

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

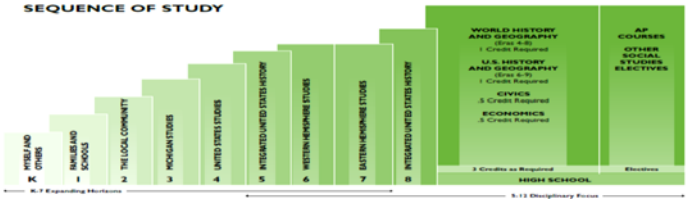
The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally, writing especially expository, informational and persuasive writing is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

Michigan's Process Standards, which are organized into four groups:

- Process Standards Group 1: **Reading and Communication**
- Process Standards Group 2: **Inquiry, Research, and Analysis**
- Process Standards Group 3: **Public Discourse and Decision Making**
- Process Standards Group 4: **Citizen Involvement**

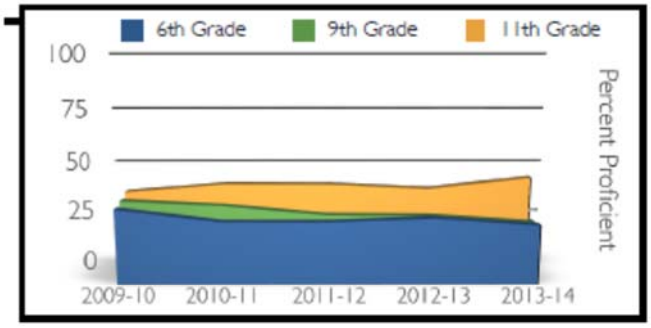

SEQUENCE OF STUDY
MYSELF AND OTHERS
K
FAMILIES AND SCHOOLS
1
THE LOCAL COMMUNITY
2
MICHIGAN STUDIES
3
UNITED STATES STUDIES
4
INTEGRATED UNITED STATES HISTORY
5
WESTERN HEMISPHERE STUDIES
6
EASTERN HEMISPHERE STUDIES
7
INTEGRATED UNITED STATES HISTORY
8
WORLD HISTORY AND GEOGRAPHY
(Eras 4-8)
1 Credit Required
U.S. HISTORY AND GEOGRAPHY
(Eras 6-9)
1 Credit Required
CIVICS
.5 Credit Required
ECONOMICS
.5 Credit Required
3 Credits as Required
HIGH SCHOOL
AP COURSES
OTHER SOCIAL STUDIES ELECTIVES
Electives
K-7 Expanding Horizons
5-12 Disciplinary Focus

Michigan Social Studies C3 Update

A Plan for Adoption and Implementation

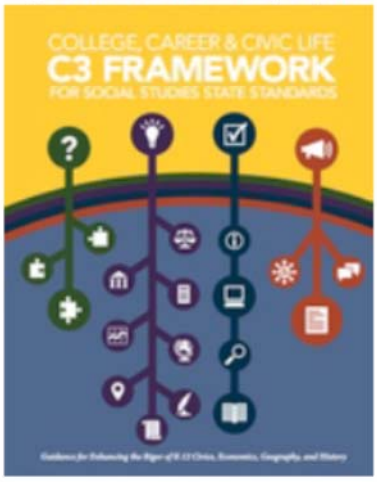
Michigan's current K-12 Social Studies Standards were written in 2006 to provide guidance for our state's K-12 social studies education as described by the Michigan Merit Curriculum. The C3 Framework, which promotes career, college, and civic readiness, and specifically addresses geography, history, economics, and civics, was released in 2013. Michigan was a lead developer in this framework, which guides states in updating content standards in these topics.

Student Proficiency in Social Studies



Michigan students continue to struggle in social studies, and lag behind many states in student achievement in this topic, with less than half of our students being proficient in social studies. There are a variety of possible reasons for this, including poor preparation of educators, the lack of appropriate resources and time for instruction, a lack of focus on higher-order thinking skills, and an overly complex set of standards.

As a result of this and other feedback from educators, Michigan's social studies communities came together this past year to update the standards, with the mantra of "fewer, clearer, higher." The goal was to reduce and clarify the standards and introduce a framework for inquiry and questioning that focuses on higher order thinking skills. The group also focused on incorporating civil rights considerations and perspectives, and aligning the standards to the C3 Framework.



The Arc of Inquiry

The organizing structure for the social studies framework, the "Arc of Inquiry," guides the instructional process, and is at the heart of the learning experience. It involves:

- Developing Questions and Planning Inquiries
- Applying Disciplinary Concepts and Tools
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action

This organizer supports social studies instruction at all levels, whether students are exploring questions around 21st century global economies or participating in an archeological "dig" (at right) to discover how people lived in Michigan over 700 years ago.

The State Board of Education is beginning to review the new standards now, and will be considering adoption later this year. For more information about this update, contact Gregg Dionne (dionneg@michigan.gov).

MICHIGAN Department of Education

Courses in the social studies department can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Social Studies (K) **Course No/MI ID: 54430**
GRADES: (K) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (kindergarten) courses generally provide initial foundations in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for kindergarten.

Social Studies (1st) **Course No/MI ID: 54431**
GRADES: (1) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 1) courses develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. Specific content depends upon state standards for grade 1.

Social Studies (2nd) **Course No/MI ID: 54432**
GRADES: (2) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 2) courses help students reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Courses often offer study of these disciplines in an integrated fashion, through the context of a specific theme or discipline, such as state-based social studies or the history of a people. Specific content depends upon state standards for grade 2.

Social Studies (3rd) **Course No/MI ID: 54433**
GRADES: (3) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 3) courses build on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students may study these disciplines through the context of a specific theme or discipline, such as state-based social studies or U.S. history. Specific content depends upon state standards for grade 3.

Social Studies (4th) **Course No/MI ID: 54434**
GRADES: (4) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 4) courses continue to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time. Specific content depends upon state standards for grade 4

Social Studies (5th) **Course No/MI ID: 54435**
GRADES: (5) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 5) courses continue to develop skills in history, geography, civics and government, and economics. These courses may be more discipline-specific (dividing up state

history, U.S. history, geography, government, and so on). Specific content depends upon state standards for grade 5.

Social Studies (6th) **Course No/MI ID: 54436**
GRADES: (6) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 1**
Social Studies (grade 6) courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6.

SS & History - Online Current Events (6th) **Course No/MI ID: 54999**
GRADES: (6) **CREDIT TYPE: SocialSciencesandHistory** **CREDIT(S): 0.5**
Social Sciences & History Online Current Events courses enable students to use technology to research and evaluate political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions. Students will use PowerSchool Studio class web pages and other online resources to keep an online blog/web posts (journal entries) related to the current events studied. This course provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. Students will use available technologies integrated into their inquiries.

Foreign Language and Literature Department[8]

Michigan students, like students throughout the United States, are living in and contributing to an increasingly diverse society and interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of contemporary education is to prepare all students for life in this new world. Because language and communication are at the heart of the human experience, the United States must equip students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative addition to our students' learning experience envisions a future in which all students develop and maintain proficiency in English and in at least one other language. Michigan has setup its standards to cover five major areas of learning:

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world

The proficiency guidelines of the American Council on the Teaching of Foreign Languages (**ACTFL**) describe language proficiency in terms of five levels: Novice, Intermediate, Advanced, Superior and Distinguished. At the Novice, Intermediate, and Advanced levels, proficiency is

further defined as low, mid, or high. This is why we offer Arabic language for students from Kindergarten through 8th grade as students will need the opportunity to attain high levels of proficiency for meeting proficiency guidelines and requirements.

Our Foreign Language and Literature courses are setup so that students' progress from one level to another each trimester and are able to enroll in higher levels at a grade level based on their proficiency. Courses are scheduled at the school level based on need and levels of experience of students and classes. Students may fulfill the language requirements for Arabic by demonstrating proficiency at the Novice High level in speaking and writing (productive skills) and in listening and reading (interpretive skills) based on years of experience per Principal and Assistant Superintendent approval.

The assessment process can be a powerful tool when students are actively involved in the process. Involvement allows students to take ownership of their learning and builds confidence in their ability over time. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions and be more responsive to students' needs. Both assessment of learning and assessment for learning are essential and share common elements. World languages assessments will:

- Align with learning goals and instruction;
- Incorporate performance-based assessments that have application beyond the classroom;
- Vary in type and format;
- Use criteria scoring tools such as rubrics or exemplars;
- Demonstrate the acquisition of important language skills and cultural knowledge;
- Cause students to use critical thinking skills;
- Meet the needs of diverse learners. Provide opportunities for students to reflect on their own learning and progress through timely feedback.

Courses in foreign language can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Arabic (K-6th) **Course No/MI ID: 56720**
GRADES: (K-6) **CREDIT TYPE: ForeignLanguageandLiterature** **CREDIT(S): 1**
Arabic courses introduce and then extend students' skills in speaking, reading, writing, and comprehending the Arabic language and students' knowledge of Arabic-speaking cultures. Initial courses emphasize grammar and syntax, vocabulary, and vocal tones so that students have an understanding of the language and its rules. Later courses advance students' knowledge and ability to express themselves beyond basic communication (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses, and to do so more easily. Students usually explore the customs, history, and art forms of Arabic-speaking people to deepen their understanding of the culture(s). Students are leveled by section in grades 2nd-8th: Novice, Low Intermediate, High Intermediate & Advanced.

Academic Enrichment, Tutorial, & Miscellaneous Courses
Academic Enrichment courses are based on student individual targeted needs and are focused on

remediation. These courses are also supplemental courses to provide make-up credit for areas where students need additional time to master curriculum content expectations. Students are also scheduled for caseload roster sections to allow tutorial staff to track progress in supplemental services provided for our before, during, and after School tutorial programs.

Courses in academic enrichment, tutorial, and miscellaneous courses can be given face to face (in person/classroom), blended learning, and or virtual learning platforms. These three options are dependent upon the need of the community and with local ISD, authorizer, and/or State approval as may be applicable.

Miscellaneous - AM Attendance (K-6th) Course No/MI ID: 72999
GRADES: (K-5) CREDIT TYPE: AcademicEnrichment CREDIT(S): 0
Miscellaneous - AM Attendance Courses allow teachers to communicate electronically with parents and students on their approaches to learning skills related to student learning and submission of required forms and checklist items. This course is also used for pupil accounting requirements for grades K-5th only reporting elementary AM attendance.

Miscellaneous - PM Attendance (K-6th) Course No/MI ID: 72999b
GRADES: (K-5) CREDIT TYPE: AcademicEnrichment CREDIT(S): 0
Miscellaneous - PM Attendance Courses is used for pupil accounting requirements for grades K-5th only reporting elementary PM attendance.

Tutorial - During, After, Before, & Summer School (K-6th) Course No/MI ID: 72005b/c/d/f
GRADES: (K-8) CREDIT TYPE: AcademicEnrichment CREDIT(S): 0
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.

Tutorial - Support Services (K-6) Course No/MI ID: 72005e
GRADES: (K-8) CREDIT TYPE: AcademicEnrichment CREDIT(S): 0
Tutorial courses provide the assistance students need to successfully complete their coursework. Students may receive help in one or several subjects.