

## Welcome to Fifth Grade!

Welcome back! I hope you all had a great summer. My name is Katherine Rhoades. I graduated from Illinois State University with my Bachelor of Science in Education degree in May 2015. I taught kindergarten for a year before moving to work in a third grade classroom. I have also worked with first, second, fourth, and sixth graders as well. I look forward to getting to know each and every one of you. Our classroom is a welcoming community where we all help each other learn and grow.

This welcome packet is a product of collaboration between the subject teachers your fifth grader will have this school year. Each subject teacher has provided a welcome letter of their own along with their expectations and policies. The information provided here is specific for fifth grade. School policies, procedures, and rules may be found in the D.U. Parent/Student Handbook, which will be referred to throughout this packet. If you have any questions or concerns that are subject specific, please contact that teacher. Also, please read the following information about our classroom as it will help you in knowing your child's activities and some of the expectations while they are here at school. You may want to keep this for future reference.

### Methods of Communication

#### Class Website

Be sure that you check out our class webpage, which you can access through [dupeoria.org](http://dupeoria.org). Follow the School (K-8) tab to the Class Website link. There you will scroll down to Middle School where you will find the Fifth Grade Classroom Link. I will be posting news, announcements, requests, reminders, etc. I will try my best to have the webpage updated by Fridays at 5:00 p.m.. This is my primary way of communicating with you.

#### Friday Folder

Every Friday, a folder will be sent home with each student. It will contain graded homework, class work, tests, and quizzes. All graded tests and quizzes must be signed and returned back to school. This allows myself and the office to see that you are seeing your child's tests and quizzes to see how they are doing in class. The Friday Folder must be returned to school before the next Friday in order for the student to receive their papers. The folder will be kept in the classroom.

#### Homework Folder

On the right side, students will keep items to "Take Home." The left side will be for items to "Return to School." Students will take this folder home and bring it back to school daily.

#### Report Cards

Report Cards will be given out at the end of every quarter to show your child's progress so far.

### Progress Reports

Progress Reports will be available halfway through the quarter to show progress.

### Conferences

Conferences will be held in the fall and spring. I will also ask for conferences when I feel it is needed. You may also request a conference when you feel one is necessary. I am available after school (3:30 p.m.-3:45 p.m.) or by appointment. Please let me know, and I'll be happy to talk to you about any questions or concerns that you may have. Please do not feel you need to wait for parent/teacher conferences to resolve any questions or concerns that you may have.

### Class Dojo

I use Class Dojo in my classroom to monitor positive and negative behavior. This is also a wonderful tool to keep in contact with parents. Students will be rewarded for their positive points throughout the year.

### Email

My email is rhoadesk@dupeoria.org. Please do not hesitate to contact me with any questions or concerns you may have. I check my email throughout the day, and I will respond as soon as possible. Please remember that during school hours (8:00 a.m.-3:30 p.m.) and during the weekends/breaks from school, I will not be checking my email as often, so it may take me time to respond, but I will respond as soon as I am able to. I do not respond to emails after 5:00 p.m. unless I feel a quick response is necessary.

### QuickSchools

I try to get assignments in to QuickSchools as quickly as I can. Please check QuickSchools frequently to keep up to date with how your child is doing in their classes. Any concerns should be brought up immediately. Please do not wait until it is close to Progress Reports or Report Cards to address concerns.

### **Class Schedule**

Please check the last page for the daily schedule.

### **Attendance**

It is extremely important that students come to school and arrive on time. When students are late, or when they miss school, they are missing important information and discussions that will be beneficial for them to be successful. School begins at 8:00 a.m. and ends at 3:15 p.m.. It's very important that students arrive at school on time and are present all day. Please refer to the student handbook for additional information on the attendance policy.

### **Tardiness**

School begins at 8:00 a.m.. Students who arrive after 8:00 a.m. will be marked as tardy. You may drop off your child as early as 7:30 a.m. in the gym. Arriving on time helps teach children responsibility. Please refer to the student handbook for additional information on tardiness.

### **Pick Up Time**

Pick up time for students is at 3:15 p.m.. Request for early release from school must be made in writing and given to the school at least a day in advance. When doing this, please be sure to also include the time the student will be leaving. Parents or guardians must arrive in person and sign the student out in the office. The student will be brought to the office when you have arrived.

### **Homework**

Homework is to help build a school to home connection. It will help reinforce what is being taught in the classroom. It is used to provide extra practice to help students learn material.

### Reading Logs

The beginning of every month, students will be given a reading log for the month. The reading log will be due at the end of the month. The reading log **MUST** be signed, or it will **NOT** be accepted. Reading logs will be worth 50 points a month towards homework. Reading helps students build knowledge, improve achievement, increase motivation, increase vocabulary, increase writing, build background knowledge, improve understanding of text structures, develop empathy, and develop personal identity. Students are encouraged to read at school, and they should also be encouraged at home. Reading for the reading log cannot be reading that is for a class assignment, and the reading must be in English. Turning in a reading log for the month will also allow the students to earn a Book It! Coupon.

Amount of time that should be read for the month = 320 minutes (reading 20 minutes a night, Monday-Thursday night)

### **Late Penalties**

Days 1-5: 10% per each day late

Day 6: Assignment is considered missing and student is given a zero. Please do **NOT** come to me with excuses. In fifth grade, students are responsible for their homework. They must be sure their homework is done and in on time.

## **Grading Scale**

Homework & participation 20 %  
Classwork & conferences 20%  
Quiz and Labs 20%  
Tests and projects 40%

100-90 – A  
89-80 – B  
79-70 – C  
69-60 – D  
59-0 - F

## **Grading Policy**

Papers that are not turned in will be marked as a zero until they are turned in. For example, if we do a paper in class, and a student places the paper somewhere else that is not the basket for me to grade, they will receive a zero as I cannot grade the paper. I will leave a comment on QuickSchools that the zero is in place until the work is turned in to me to grade. Students will have a week to turn in their work to earn points. If it is not turned in, the zero will remain in QuickSchools.

### No Names

Any paper that is turned in with a no name will be placed in a No Name basket, and the grade will be entered with a zero with a comment stating that it may be a no name. Students are responsible to get their paper from the basket. Again, students will have a week to get their work turned in. If it is not turned in, the zero will remain in QuickSchools.

### Talking During Tests

Students know their expectations during tests. There is the expectation of no talking from the moment the first test is passed out to the moment the last test is turned in. Every time a student is asked to stop talking during a test, they will be marked down 10%. When students finish a test, they are expected to read at their seats and remain quiet and respectful for their peers who are still taking the test around them.

## **Uniform**

Please check student handbook for more information regarding uniform policy.

## **Classroom Management**

Students will be expected to follow classroom expectations. If students do not follow expectations, they will have consequences.

Classroom Rules:

1. Listen and Follow Directions
2. Raise Your Hand
3. Be Respectful
4. Be Safe

If students do not follow rules (Consequences)

1. Warning
2. Second Warning (Name on board)
3. Third Warning (Check by name Loss of a Dojo Point, Loss of 5 minutes of recess)
4. Fourth Warning (Second check by name, Loss of Dojo Point, Loss of 10 minutes of recess)
5. Fifth Warning (Third check by name, Loss of Dojo Point, Loss of full recess, Behavior Reflection Sheet sent home for parent signature)

If a Behavior Reflection Sheet is sent home, it must be signed and returned the next day. If it is not signed and returned, students will receive another to take home and will lose their recess for the next day as well. Three reflection sheets will result in a detention that will be served with me after school (3:30 p.m.-3:45 p.m.).

## **Hallway Expectations**

Students are to walk quietly in line down the hallway. Inability to do so, will result in a reflection sheet. Three reflection sheets will result in a detention that will be served after school (3:30 p.m.-3:45 p.m.). Students can receive a reflection sheet from any teacher when addressed in the hallway.

### Leaving the classroom

Students will have two sticks which will work as passes to leave the classroom. Any time they leave the class (bathroom, drink, getting supplies, etc.) they will have to give one of their passes. Once they run out of passes, they will not be able to leave the classroom unless it is an emergency. This will help students to be responsible with coming to class prepared and to manage their time wisely (using the restroom and getting a drink at appropriate times).

## **Snack and Lunch**

Please check student handbook for more information regarding snack and lunch.

### **Lunch and Recess Expectations**

During lunch, students are expected to follow the following expectations:

1. Students will keep voices at a reasonable level
2. Students will remain seated unless instructed to do otherwise
3. Students will pick up their own trash after eating
4. Students will use appropriate table manners at all times (no throwing or playing with food, etc.)

During recess, the students are expected to follow the following expectations:

1. Students will listen to the teacher on duty
2. Students will use all equipment properly and safely
3. Students will cooperate and use good manners (including sharing equipment, no fighting, no inappropriate language or gestures, etc.)
4. Students will stay within the boundaries

### **Field Trips**

I will send home more detailed information as we approach the date(s) of the field trip(s).

### **Book Mobile**

The book mobile, which is a mobile library, will visit D.U. every other week starting in September. It will come every other Thursday. I will be sure to post on our website reminders to help you remember. All students must have a library card to check out books from the book mobile. Each child may check out two books during their visit. It is your responsibility to make sure that books are returned back to D.U. by their due date. If books are not returned on time, you will receive a late fee. If a student does not have a library card, they will not be able to check out any books. Please remember, sometimes students may pick out books that are not appropriate for them. We ask that you take time to review any books that your child brings home in order to be sure that it is safe for them to read. I look through material, but I do not look through it thoroughly. Also, what one parent may allow another parent may not allow it. Also, please remember, I have multiple students each checking out multiple books, so I cannot check every book in complete detail for content.

### **Scholastic Book Orders**

I will be sending book order forms home throughout the school year. This is a great way to buy books and help build your child's library. You may order as many books as you like, but you are not required to order every month. Your orders help us receive free books for our classroom library.

### **Parent Assistant Program**

Please check the student handbook for more information regarding the parent assistant program.

### **Bake Sale**

I will inform you when the Bake Sale is when the time arrives. The Bake Sale is a great time for all to cooperate and come together to help us earn money towards our classroom to allow us to buy supplies that are needed.

## **Language Arts**

### **Writing**

In the area of writing, we will be learning about the six traits of writing along with different genres of writing.

#### The Six Traits

In writing, there are six traits that lead to a successful writer. These traits are: Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions. During our units that we focus on the six traits, we will focus on a trait a week, and the students will have a writing prompt at the end of the week that will practice what we have discussed in class. These will be worth eight points a week towards classwork.

#### Genres

In writing, we will be studying the following genres in writing: Opinion/Persuasive Writing, Informative Writing, Narrative Writing, and Poetry. Throughout the units that focus on genres, we will learn about how to fit our writing into that genre with a final writing assignment at the end of the unit to practice what we have learned. The students will be graded using the six traits writing rubric to allow continuous focus on the six traits of writing. I have attached a copy of the rubric to the end of this packet for your reference.

## **Reading**

### Imagine It!

We will use Imagine It! to help connect reading, spelling, and grammar. In the units that we are in Imagine It!, the spelling and grammar will be connected to the story we are covering. Every Friday, students will have a test over their reading for the week.

### Novels

When we finish a unit in Imagine It! we will do a novel unit. Like when using Imagine It!, spelling will be connected with our story, specifically focusing on vocabulary terms. Grammar during this time will be a review of the concepts we have covered during earlier units in the six traits of writing. At the end of a novel unit, we will have some sort of final project. These will be completed in class. Every Friday, students will have a test over their reading for the week.

## **Spelling and Grammar**

Spelling and grammar will be connected to our reading and writing units.

Every Monday, students will take their spelling pre-test in class. If students pass their pre-test, they will not have to take the final test on Thursday. If students do NOT pass their pre-test, they must take the final test on Thursday. We will have other spelling activities throughout the week as well to help students learn and study their words.

Every week, students will have an IXL assignment that will be connected with what they we are covering in grammar for the week. They must reach at least 90/100 on the IXL to receive the full amount of points for their assignment. Students will have other activities throughout the week to cover and practice the grammar skill we are covering. Students will be quizzed over the grammar concept on Thursday.

## **Social Studies**

In fifth grade social studies, we will cover the following units:

- Native Peoples of North America
- Exploration and Colonization
- Colonial America
- The Struggle for North America
- The New Nation
- Slavery and Emancipation
- The Nation Grows
- The Modern Era
- Illinois Past and Present



### Homework

Students will have a Geography packet that will be given to them on Monday and must be completed by Thursday (unless stated otherwise).

## **Science**

In fifth grade science, we will focus on Physical and Life Science. Any tests and quizzes will be communicated in advance for students to be prepared. I will try to always plan tests to be on Thursdays.

### Homework

Students will have an outline for the lesson that will be a homework assignment given to them at the beginning of the unit. They are required to read the lesson at home to complete the outline to discuss the reading in class. If their outline is not completed before class, they will receive 10% off their score.

## **Art and STEM**

### **Art**

We will have art in our classroom where we will complete various crafts. Art will be once a month covering two weeks to finish the craft, unless the craft does not take as much time. In those cases, we will have art twice a month.

### **STEM**

We will have STEM activities in class. These activities will be once a month covering two weeks, unless it does not take as much time. In those cases, we will have it twice a month. Stem, which stands for Science, Technology, Engineering, and Math will allow students time to be creative and practice science and math skills.

I look forward to a wonderful year!

Miss Katherine Rhoades  
rhoadesk@dupeoria.org

## Six Traits Rubric

	1	2	3	4	Score
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Has few, if any, original ideas.</li> <li>• Lacks or has a poorly developed topic; lacks a topic sentence.</li> <li>• Has few, if any, details.</li> <li>• Has little or no focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some original ideas.</li> <li>• Has a minimally developed topic; may or may not have a topic sentence.</li> <li>• Some details are present.</li> <li>• Focus strays.</li> </ul>	<ul style="list-style-type: none"> <li>• Has original ideas.</li> <li>• Has a fairly well-developed topic stated in a topic sentence.</li> <li>• Has some details that support the topic.</li> <li>• Generally maintains focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Has original ideas that tie in with each other.</li> <li>• Has a fully developed topic and a clear topic sentence that expresses the main idea.</li> <li>• Has carefully selected, interesting details that support the topic.</li> <li>• Maintains focus throughout.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Has little or no organization; lacks coherence.</li> <li>• Lacks an introduction, body, and/or conclusion.</li> <li>• Is difficult to follow.</li> <li>• Has no order words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Some organization is present.</li> <li>• Has an introduction, body, and conclusion, but may be unclear.</li> <li>• Is difficult to follow at times.</li> <li>• Has few or ineffective order words and/or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Has logical organization.</li> <li>• Has an introduction, body, and conclusion.</li> <li>• Is fairly easy to follow.</li> <li>• Has order words and/or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Has clear and logical organization.</li> <li>• Has a complete introduction, body, and conclusion.</li> <li>• Is very easy to follow.</li> <li>• Has appropriate order words and/or phrases.</li> </ul>	
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Has a limited range of words.</li> <li>• Words are not appropriate for purpose and audience.</li> <li>• Words are used incorrectly.</li> <li>• Word choice shows little thought and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses passive verbs.</li> <li>• Uses few modifiers.</li> <li>• Some words may not be appropriate for the audience and purpose.</li> <li>• A few words are used incorrectly.</li> <li>• Word choice includes some clichés and “tired” words.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some strong verbs.</li> <li>• Uses some modifiers.</li> <li>• Words are mostly appropriate for the audience and purpose.</li> <li>• Words are used correctly but do not enhance the writing.</li> <li>• Words show thought and precision; clichés and “tired” words are avoided.</li> </ul>	<ul style="list-style-type: none"> <li>• Has many strong verbs.</li> <li>• Has many strong modifiers.</li> <li>• Words are consistently appropriate for audience and purpose.</li> <li>• Words are used correctly and enhance the writing.</li> <li>• Word choice is thoughtful and precise and includes some figurative language.</li> </ul>	

<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Does not write complete sentences.</li> <li>• Writes only run-on or rambling sentences.</li> <li>• Has no variation in sentence structures and lengths.</li> <li>• Has no variation in sentence beginnings.</li> <li>• Has no cadence or flow in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some incomplete sentences.</li> <li>• Has some run-on or rambling sentences.</li> <li>• Has little variation in sentence structures and lengths.</li> <li>• Has little variation in sentence beginnings.</li> <li>• Sentences flow somewhat.</li> </ul>	<ul style="list-style-type: none"> <li>• Has 1 or 2 incomplete sentences.</li> <li>• Has 1 or 2 run-on or rambling sentences.</li> <li>• Has some variation in sentence structures and lengths.</li> <li>• Has some variation in sentence beginnings.</li> <li>• Sentences flow fairly naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• Has complete sentences.</li> <li>• Has no run-on or rambling sentences.</li> <li>• Varied sentence structures and lengths contribute to the rhythm of the writing.</li> <li>• Varied sentence beginnings contribute to the flow of the writing.</li> <li>• Sentences flow naturally.</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writing is neither expressive nor engaging.</li> <li>• Voice is not appropriate for the purpose, audience, topic, and/or genre.</li> <li>• Little evidence of an individual voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing has some expression.</li> <li>• Voice is generally appropriate for the purpose, audience, topic, and/or genre.</li> <li>• Voice comes and goes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is expressive and somewhat engaging.</li> <li>• Voice is appropriate for the purpose, audience, topic, and/or genre.</li> <li>• The voice is unique.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is very expressive and engaging.</li> <li>• Voice is consistently appropriate for the purpose, audience, topic, and/or genre.</li> <li>• The voice is unique, honest, and passionate.</li> </ul>	
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Has multiple errors in grammar, punctuation, and mechanics.</li> <li>• Poor handwriting and/or presentation makes the writing hard to read.</li> <li>• Illustrations, if present, do not accurately portray the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some errors in grammar, punctuation, and mechanics.</li> <li>• Handwriting and/or presentation is fairly clear.</li> <li>• Illustrations, if present, portray the main idea but do not enhance it.</li> </ul>	<ul style="list-style-type: none"> <li>• Has few errors in grammar, punctuation, and mechanics.</li> <li>• Handwriting and/or presentation is clear.</li> <li>• Illustrations, if present, accurately portray the main idea and enhance it somewhat.</li> </ul>	<ul style="list-style-type: none"> <li>• Has minimal errors in grammar, punctuation, and mechanics.</li> <li>• Handwriting and/or presentation of the piece is attractive and easy to read.</li> <li>• Illustrations, if present, enhance the main idea significantly.</li> </ul>	

**TOTAL**

**ISLAMIC STUDIES**  
**Mrs. Mubeen Fatima**

**Meet the teacher...**

Assalamualaikum dear parents and students. My name is Mubeen Fatima and Insha'Allah I will be the Islamic Studies teacher this year. I am looking forward for a year full of fun and learning Insha'Allah.

I would like to share a little bit about me. I was born and raised in India. I came to Peoria after I got married and have been a resident of Peoria since last 13 years. I have three kids Alhumdulillah, 2 girls and a boy, all of them are the students of Daarul Uloom. I have my bachelors in Computer science from Osmania University, India. I have also completed professional development trainings in Early Childhood education. I worked at Daarul Uloom as a Computer Science and Islamic studies teacher for almost two years (2013-2015). I worked as an assistant teacher at A+ Children's academy. I have also volunteered as a teacher in the Daarul Uloom summer camp. I have been an active PTO member in Daarul Uloom. I am very happy to come back to Daarul Uloom as an Islamic Studies teacher.

I believe that it is very important for Muslims to have the knowledge of their Deen in order to be successful in this world and the Hereafter. My aim is to build the strong foundation of Islam by encouraging the students to be God conscious, principled, well balanced, cooperative, and caring Muslims fully equipped to face the challenges of the 21st century and Insha'Allah be a successful one in the Hereafter.

I believe good communication between teacher and parent is important for the academic growth and development of a child. Please feel free to contact me if you have any questions, concerns or suggestions.

**Contact information:**

Email [fatimam@dupeoria.org](mailto:fatimam@dupeoria.org) or Call Daarul Uloom at 309-691-9089

## **Class Schedule:**

**Days: Monday - Wednesday - Friday**

## **Class expectations:**

- To not miss any class as it is only 3 days a week.
- To be prepared with all the materials. (Textbooks, work books, pencils etc)
- To be respectful and responsible
- To participate in Classroom, homework, and other activity is very essential.

## **Grading Breakdown for Islamic studies:**

**Tests/Project: 40%**

**Classwork: 20%**

**Participation: 10%**

**Quiz (weekly): 30%**

## **Class Material:**

I will be using the international curricula Islamic studies textbooks and workbooks in class. These books are very well revised and well put for easy understanding for kids. It aims the students to identify the basic foundation and principles in a very simple way.

## **Class Website:**

I will be updating the Islamic studies page on the class website every week Insha'Allah. Please use this link

<https://www.dupeoria.org/DUSchool/ClassWebsite> to view the information.

**Assalamu Alaikum** السلام عليكم

**My name is Zabia Mansour. I have been teaching at Daarul Uloom for nine years. I have more than fifteen years' experience teaching Arabic and Qur'an. I am so excited to be your child's Arabic and Qur'an teacher.**

**I am really looking forward to an exciting and productive year with your child! With your help and encouragement Insha Allah there will be a lot of growth and enjoyment.**

**My goal for Qur'an is to get the students to memorize the Surahs with the proper pronunciation and the basic Tajweed and reading. Insha Allah this year we will be focusing on Al-Qa'da An-Nourania for reading**

**My goal for Arabic is to get the students to build, read, and write more Arabic words and able to read Qura'n InshaAllah.**

### **Qur'an Class:**

**There will be two Qur'an classes per week. Focus will be on proper recitation, memorization and the overall understanding of the ayah.**

**\*\*Memorization homework given every Friday (only once per week).**

**\*\*Memorization test given every Monday (only once per week).**

**\*\*but if we have day off the test will be next day.**

### **Arabic Class:**

**There will be 3 Arabic classes per week:**

**\* Reading test On every other Thursday.**

- \* Writing test one time in the month.
- \* Writing homework is to be submitted On Thursday. It should be neat and complete. Any questions are to be asked BEFORE the due date.

**Grading breakdown for Qur'an class**

<b>Test (memorization of the Surah)</b>	<b>40%</b>
<b>Homework (memorization of Ayahs)</b>	<b>30%</b>
<b>Participation/classwork/tafseer/tajweed</b>	<b>30%</b>

**Grading breakdown for Arabic class:**

<b>Reading test</b>	<b>30%</b>
<b>Writing test</b>	<b>30%</b>
<b>Class work/participation</b>	<b>20%</b>
<b>Homework</b>	<b>20%</b>

**Insha Allah by working hand in hand, we can help your child have a fantastic year.**

**Please do not hesitate to contact me if you have any questions or concerns.**

Assalamu Alaikum السلام عليكم

My name is Soukaina Sassi. I have been teaching at Daarul Uloom for nine years. And I am so excited to be your child's Arabic and Qur'an teacher.

I am really looking forward to an exciting and productive year with your child! With your help and encouragement Insha Allah there will be a lot of growth and enjoyment.

My goal for Qur'an is to get the students to memorize the Surahs with the proper recitation and the basic meaning of the surah.

My goal for Arabic is to get the students able to read, understand and communicate in full sentences.

### Qur'an Class:

There will be two Qur'an classes per week. Focus will be on proper recitation, memorization and the overall understanding of the ayah.

- Memorization homework given every Friday (only once per week).
- Memorization test given every Monday (only once per week).

### Arabic Class:

There will be 3 Arabic classes per week:

- \* Reading test On every other Thursday.
- \* Writing test one time in the month.
- \* Writing homework is to be submitted On Thursday. It should be neat and complete. Any questions are to be asked BEFORE the due date.

### Grading breakdown for Qur'an class

Test (memorization of the Surah)	40%
Homework (memorization of Ayahs)	30%
Participation/classwork/tafseer/tajweed	30%

**Grading breakdown for Arabic class:**

Reading test	30%
Writing test	30%
Class work/participation	20%
Homework	20%

Insha Allah by working hand in hand, we can help your child have a fantastic year.

Please do not hesitate to contact me if you have any questions or concerns.



Assalamu Alaikum,

Welcome to the 1st -12th grade Quran & Arabic section of Daarul Uloom for the year 2019-2020. About Me My name is Khawla Alqudah and I have been teaching at Daarul Uloom for 14 years. I finished my bachelor's degree in Islamic Studies in Jordan in 2001 and I ran several summer camps in Jordan and in the US. I am a co-founder and a current fulltime teacher at Daarul Uloom Quran Academy, Advisory board at Hafs Quran Memorization Center, and working on my Reading Ijaza in Quran third level. My goal is to teach my students to read, memorize, understand, and love the Quran, and to learn how to apply it in their everyday lives. Proper pronunciation, basic Tajweed and how to apply that on their daily reading is my second goal for this year. To achieve this goal, the students and I need to study Al-Qa'da An-Nourania and go over its rules in depth. I am excited to be your educator for this year because I love to educate and spend time with students. I will learn from you and you will learn from me and In Sha'a Allah we will have fun together.

Grading:

Grading is as follows:

Participation/HW 20%

Classwork 20%

Quizzes: 20%

Test/Projects: 40%

Quran/Arabic:

Quran and Arabic classes will be:

- 1st Period: Intermediate Quran/Arabic 2nd grade (Monday -Wednesday will be Arabic. Thursday and Friday will be Quran)
- 2nd Period: Intermediate Quran/Arabic 3rd grade (Monday -Wednesday will be Arabic. Thursday and Friday will be Quran)
- 3rd Period: Intermediate Quran/Arabic 6th grade (Monday -Wednesday will be Arabic. Thursday and Friday will be Quran)
- 4th Period: Intermediate Arabic for Highschool
- 5th Period (Only Tuesday and Thursday): Quran 301 for Highschool

### **Test, Quiz, HW, Classwork & Participation :**

- For Arabic: HW will be every Tuesday for the test will be every other Wednesday.
- For Quran: HW will be on Friday. The test will be on every other Friday.
- For classwork: will be given daily as part of activity.
- For Quiz: it will be given once every two weeks.
- For participation: once a week

**Communication:** Please feel free to send me an e-mail if you have any questions. My e-mail address is [alqudahk@dupeoria.org](mailto:alqudahk@dupeoria.org). Please be aware that I will not respond immediately if contacted in the evenings, on weekends or during school holidays.

### **Attendance/Tardiness Policy**

Please see DU Student/Parent Handbook as I will adhere to it.

### **Late Work Policy**

There will be a 10% deduction taken for the first day that an assignment is late. After the fifth day, the assignment will be considered missing and the student will receive a zero for the assignment.

**Makeup Work:** If the student is absent, it is THE STUDENT'S responsibility to get the class and homework assignments for the day(s) he/ she missed. Students who miss a class period miss valuable information and experiences. Students will be given as many days as they were absent to make up work and tests. If the student doesn't complete the work assigned after the allotted number of days has passed, zero will be recorded in the grade book.

### **General Expectations:**

I believe every student has the ability to learn; and I expect all students to participate and be engaged during class. Participation and engagement with daily activities is essential to learning. I expect all students to work hard and put forth a 100% effort in ALL class assignments. Laziness is not an excuse! I expect students to be respectful to one another, myself, and any other person that may be part of our classroom. This means everyone's feelings, ideas, property, space, and time must be respected **AT ALL TIMES**

## **Classroom Management**

**When a student misbehaves, I will take the following actions, as per the Handbook:**

- 1) Redirection - Present an alternative,**
- 2) Verbal intervention - I will discuss why the behavior is inappropriate and what is expected,**
- 3) Logical Consequences - Consequences of continued misbehavior explained,**
- 4) Conference - I will call a conference with the parents, and**
- 5) Referral - Student will be sent to the office and asked to complete a student reflection form. To keep the classroom's flow smooth, I will be asking my students for input about our own classroom management system In Sha Allah on the first day. Some changes might be made on the way.**

Assalamu Alaykum. My name is Hiba Naffakh, and I am very excited to be your child's Math teacher this year. This is my 11<sup>th</sup> year in Daarul Uloom teaching Math, I earned my Masters in Elementary Mathematic in 2013, and then I became certified by the Illinois Board of Education.

I hope this letter will give you the guidelines that you and your child need so that this year will be as productive as possible.

Our main focus for the fifth grade math is to:

1. Reinforce and Master the four operations with whole numbers.
2. Solve word problems that involves all four operations.
3. Work in depth with fractions.
4. Work in depth with decimals.
5. Understand the concept of Percent and Ratio and tie it to fractions.
6. Work on different aspects of geometry, angles, shapes, Measuring area, perimeter, and volume.
7. Use the measure of central tendency (mean, median, & mode) to analyze Data.

Here are some of my policies and expectations:

Time-tests/Problem Solving is part of our daily routine because they help develop student arithmetic and critical thinking skills.

Workbook is expected to be with your child on a daily bases with the assigned homework completed.

Word problem homework is due on Monday.

IXL assignment is due by Thursday.

Textbook goes home every Thursday to prepare for the test on Friday.

Skill maintenance worksheet will be given after the test on Friday to help my students remember and maintain their arithmetic skills.

**Homework: 15%**

There will be daily homework for math from the student's workbook. Students are expected to have their homework done the next day. Failure to bring the workbook will cause a loss of the homework points for that day. Students will earn these points by for completion. IXL homework will be scored for accuracy. Word Problem homework will be scored for showing work and accuracy.

**Timed tests/ Quizzes: 15%**

We will have timed tests in class daily. These will be graded on Thursdays.

**Skill maintenance: 15%**

We will have arithmetic skill worksheet on Fridays after tests.

**Tests: 40%**

At the end of each week we will have a math test on the chapter studied.

**Participation: 5%**

Participation grades will be based on conduct.

**Classwork 10%**

finishing tasks, Math journals, returning signed tests, and other class work.

**Missing Test Policy:**

In case of absence on a Friday. The test will be automatically postponed to the next Friday.

**Friday Homework:**

I am expecting from my students and their parents to go over the test, sign the Friday Folder and return the test by next Monday.

Contact information [naffakhh@dupeoria.org](mailto:naffakhh@dupeoria.org)

Sincerely Mrs. Naffakh

As- Salaamu Alaykum Dear Parents,

Welcome to Computer Technology Class at DU. A brief overview about myself. I hold an Engineering Degree in Computer Science and this is my third-year teaching at DU. I have taught all the way from preschoolers to college graduates based on the need. I have been a part of IFP Sunday School for over 4 years now. I have also served DU in different capacities throughout the course of time. Inshallah this year I will continue teaching Computer technology from elementary through high school.

I believe it's never too early or too late to teach children the basics of the computers we use every day. Computer skills go beyond knowing how to create a Facebook account or browsing. My goal for this course is to introduce the student to educational uses for computers with proper etiquettes that will allow them to succeed not only in their other classes here at DU, but in future education and jobs as well.

Core Topics the student will study will include:

- Basic computer operation and concepts
- Proper keyboard and mouse skills
- Cyber safety and Research
- Productive tools (Msword, Power point, Excel and Google Applications)

Quick School Grading will be based on four areas:

25% participation/netiquette

25% skills/quiz

25% behavior/on task respect/expectations met

25% sportsmanship/ team work/projects

More detailed information about the class, rubrics can be found in the class website at <http://www.dupeoria.org>. Use this site regularly to find links to class resources, instructions, videos, quizzes, news, and examples of outstanding student work. Students will use the site to

work through the required lessons, quizzes, and projects. While every project or quiz will have a specific due date, students have the option to work through the class at a faster pace, while others may require more time to complete the same projects. Projects and quizzes submitted after the due date will be subjected to 10% deduction. You may track the student's grades at any time at QuickSchool.

#### Class Work at Home:

While working on computer at home is not required, some students may choose to do so in order to complete their in class work . Students are required to complete at least 50% of the work assigned in class to be graded. Most of the software that we use in class can be downloaded for free or there are free or trial alternatives that can be used at home. Failing to complete less than 50% of the in-class work , you will notified personally to help your child and the details of the assignment will be shared with you.

#### Care of Classroom Equipment:

All students are responsible for cleaning their work areas and returning any materials used during class to the appropriate storage places. Your help with this is very important so that we may keep the computer room and materials well maintained throughout the year. If any student intentionally breaks an item, he or she will be responsible for replacing it. Students are not allowed to bring any food or drink to their computer station and are encouraged to wash their hands regularly before coming to class. Students may leave water bottles near the front of the class and can ask for permission to go get a drink if they need to.

#### Needed Extra Equipment:

While DU will provide the computers and other large equipment for the course, there are a few small things that your student will need to bring.

##### 1. Headphone :

Students will need simple pair of headphones with them that they can plug into the computer. As you can imagine playing audio out loud is distracting to other students in the class and will not be allowed. I recommend having a simple (cheap) pair just for the class. Please Note **NO BLUETOOTH or WIRELESS HEADPHONES and NO EARPLUGS**

##### 2. USB FLASH DRIVE: (Grade 3 and Up)

This is an inexpensive storage device that will allow students to easily transport work from there to school computer to their home computer if they choose.

#### Internet Consent Form

All students in grades 1-8 are required to submit a signed internet consent form giving permission to access the internet at school. The Form shall be handed over to students during their first week of school. Please complete this form and return to me within 1 week from when received. Your child will not be allowed to access the school's computers or internet without this completed form.

Thank You



## Schedule

	Monday	Tuesday	Wednesday	Thursday		Friday
Assembly 8:00-8:07					Assembly 8:00-8:07	
1 <sup>st</sup> 8:09-8:52	Writing	Writing	Writing	Writing	1 <sup>st</sup> 8:00-8:57	Writing
2 <sup>nd</sup> 8:53-9:36	Arabic/Quran	Arabic/Quran	Arabic/Quran	Arabic/Quran	2 <sup>nd</sup> 8:58-9:46	Arabic/Quran
Snack 9:36-9:46					Snack 9:47-9:57	
3 <sup>rd</sup> 9:47-10:30	Language	Language	Language	Language	3 <sup>rd</sup> 9:58-10:46	Reading
4 <sup>th</sup> 10:31-11:14	P.E.	Science	Computers	P.E.	4 <sup>th</sup> 10:47-11:35	Science
5A 11:15-11:58	Islamic Studies	Science	Islamic Studies	Science	5A 11:36-12:24	Islamic Studies
5B 11:59-12:39	Lunch	Lunch	Lunch	Lunch	5B 12:25-1:05	Lunch
6 <sup>th</sup> 12:40-1:23	Math	Math	Math	Math	Prayer 1:06-1:51	
Prayer 1:24-1:44						
7 <sup>th</sup> 1:45-2:28	Reading	Reading	Reading	Reading	7 <sup>th</sup> 1:52-2:31	Math
8 <sup>th</sup> 2:29-3:12	Social Studies	Social Studies	Social Studies	Social Studies	8 <sup>th</sup> 2:32-3:11	Art/STEM
Dismissal 3:12-3:15					Dismissal 3:11-3:15	