

### MIRAJ ISLAMIC SCHOOL

#### Mission Statement

Miraj Islamic School (MIS), provides a college preparatory program emphasizing Mathematics, Science, English, Social Studies, and Islamic Studies, in addition to wide array of electives. All MIS curriculum is aligned with New York State Regents requirements. Students who successfully complete the program are well-prepared to take the NYS Regents Exams to earn a Regents or Advanced Regents Diploma.

At Miraj Islamic School, our goal is to provide academic excellence and cultivate it in our students. We cherish academics and are committed to nurturing the unique capabilities and talents of our students, while preparing them to be caring, responsible, and compassionate leaders of the Muslim community and broader world in which we live. We are a model educational system within which our youth develop to their fullest potential and are motivated to succeed in this life and beyond.

It is our philosophy that through the acquisition of 'Ilm (knowledge), Iman (faith) and Akhlaq (manners), our students, staff, parents, and community will benefit as we strive to achieve the sublime pleasure of Allah (SWT). At MIS, our goal is to provide academic excellence by having high expectations and high standards for all our students. The MIS curriculum is rigorous at all grade levels. We believe tomorrow's leaders are well educated, well rounded and compassionate. We also believe that quality education is a collaborative effort between school and family. Children learn best when their intellectual, creative, emotional, social, and physical growth is both nurtured and challenged.

*The Almighty says "Allah will raise to high ranks those who have faith and knowledge among you."*

Surat Al-Mujaadila, Verse 11

*Allah (SWT) tells us "Say 'My Lord, increase me in knowledge!'"*

Surat TaHa, Verse 114

*"Good manners are almost two-thirds of knowledge."*

Ibn Mubarak

In this regard, our role is to prepare our students for the rapid technological changes and demands of the information age, while maintaining and nurturing the noble teachings and traditions of the Prophet Muhammad (SAWS).

## NY State Graduation Requirements

### REQUIREMENTS FOR NEW YORK STATE HIGH SCHOOL DIPLOMA

*(Subject to change based on New York State Board of Regents Approval)*

#### REGENTS DIPLOMA

##### Required Courses

English	4
Mathematics	3
Science	3
Social Studies	4
Foreign Languages	1
Art	1
Health	0.5
Physical Education	2
Electives	3.5

**TOTAL 22 Credits**

##### Required Exams

##### Passing Scores of 65

English Comprehensive Regents Exam  
 Algebra 1, Geometry, or Algebra II  
 Regents Exam  
 Global History Regents Exam  
 U.S. History Regents Exam  
 Science Regents Exam

#### REGENTS DIPLOMA W/ ADVANCED DESIGNATION

##### Required Courses

English	4
Mathematics	3
Science	3
Social Studies	4
Foreign Languages	3
Art	1
Health	0.5
Physical Education	2
Electives	1.5

**TOTAL 22 Credits**

##### Required Exams

##### Passing Scores of 65

English Comprehensive Regents Exam  
 Algebra 1 Regents Exam  
  
 Geometry Regents Exam  
 Algebra 2 Regents Exam  
 Global History Regents Exam  
 U.S. History Regents Exam  
 Life Science Regents Exam  
 Physical Science Regents Exam  
 Foreign Language Regents Exam

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## MIS Courses Offered

CREDIT REQUIREMENTS	Regents Diploma Units of Credits	Regents Diploma Credits	Advanced Regents Diploma Units of Credits	Advanced Regents Diploma Credits
English (Honors/College Credit)	4 **	8 **	4 ***	8 ***
Social Studies (Honors/AP)	5	10	5	10
Global History	2 **	4 **	2 ***	4 ***
US History and Government	1 **	2 **	1 ***	2 ***
Economics& Participating in Government	1	2	1	2
AP World History/ AP US History	1	2	1	2
Science (including lab) (Honors/AP)	5	10	5	10
Earth Science	1	2	1 ***	2 ***
Life Science / Biology	1 **	2 **	1 ***	2 ***
Integrated Physics and Chemistry	1	2	1 ***	2 ***
Physics	1	2	1 ***	2 ***
Environmental Science / AP Environmental Science/ AP Biology	1	2	1	2
Mathematics (Honors/AP)	5	10	5	10
Algebra 1	1 **	2 **	1 ***	2 ***
Geometry	1	2	1 ***	2 ***
Algebra 2	1	2	1 ***	2 ***
Pre-Calculus/ AP Statistics	1	2	1	2
Calculus	1	2	1	2
Language Other than English (Arabic) (Honors)	1	2	3 ***	6 ***
Language Other than English (Albanian)	1.5	3	1.5	3
Physical Education	2.5	5	2.5	5
Health & Hygiene	0.5	1	0.5	1
Cultural & Linguistic Studies-Quran* (Honors)	2	4	2	4
Humanities – Islamic Studies * (Honors)	2	4	2	4
Computer Science / Technology* (Honors)	2	4	2	4
Theatre *	0.5	1	0.5	1
Visual Art*	0.5	1	0.5	1
Career Connections * (Honors)	0.5	1	0.5	1
Speech & Communication * (Honors)	0.5	1	0.5	1
Home Economic / Journalism*	0.5	1	0.5	1
Scientific Research * (Honors)	0.5	1	0.5	1
Principles of Management(College Credit)*	0.5	1	0.5	1
Principles of Marketing (College Credit) *	0.5	1	0.5	1
<b>Total</b>	<b>34.5</b>	<b>69</b>	<b>36.5</b>	<b>73</b>

Community Service 9 – 12 = 1 unit credits = 2 credits

\* Elective

\*\* Indicates Regents Exam requirement for Regents Diploma

\*\*\* Indicates Regents Exam requirement for Advanced Regents

### **IMPORTANT TERMS EVERY PARENT AND STUDENT SHOULD KNOW**

#### **CREDIT**

A credit is awarded to courses passed with a final grade of 70% or above. Most passed courses will be awarded two credits. The graduation requirements, on page 3, explain how many credits are needed in each subject.

#### **TRANSCRIPT**

A transcript is a copy of all courses and Regents exams taken and credits earned in high school. College applications require a transcript which is often the main admissions criteria. Updated transcripts are available at the end of each year.

#### **DIPLOMA**

A diploma is the certificate issued to a student upon high school graduation. It certifies that the student has completed all graduation requirements.

#### **REGENTS EXAMS**

New York State Regents Exams are required by the New York State Education Department. Students must pass a minimum of five Regents exams to earn a diploma.

#### **GRADE POINT AVERAGE (GPA)**

Grade Point Average (GPA) is the numerical average of all graded coursework attempted within a particular grade level. The student's GPA appears on the academic transcript.

#### **WEIGHTED AVERAGE**

Weighted Average is an average in which each quantity is assigned a weight. The weights determine the relative importance of each quantity on the average. **A weighting factor of 1.05 in Honor Courses and 1.1 in AP or College Courses will be added to the grade earned in the course.**

Weighted averages are calculated by multiplying the grade achieved by 1.05

Example: If student X earned a grade of 80% in Algebra 1 class, his/her weighted average will be calculated as follows:

$$80 \times 1.05 = 84,$$

therefore, his weighted average will be 84%

### **HONORS CLASSES**

Honors classes are classes for high achieving students. Unlike AP courses, honors program classes are ineligible for college credit.

### **ADVANCED PLACEMENT (AP)**

Classes designed to provide students with college-level courses and examinations (AP tests) in specific subject areas, for the purpose of earning college credits. There are 32 AP subjects, and high schools offer different courses depending on demand and resources.

### **COLLEGE CREDIT**

A college credit course is a college course taken by a high school student for which the student earns both college and high school credit at the same time. Some courses are taught at the high school campus during high school hours, while others are taught at the college. By participating in the college credit program, it enables students to make substantial progress toward their college degree before finishing high school.

### **COMMUNITY SERVICE**

Students volunteer to work at community organizations such as daycare or senior citizen centers. In many schools, community service is a requirement for graduation and is viewed as a way to teach through real world experiences.

## How Colleges Select You!!

### How Colleges Would Select a MIS Student

The student chooses a college, and then the college chooses him. The match has to be a good one. The most important factors in a college selection committee's review are the student's grades and the quality of the program he studied. The primary areas of review by a college are:

#### 1. GRADES AND PROGRAMS OF STUDY (9-

##### **HONORS CLASSES**

The Miraj Islamic School Honors Program is an intensive honors program providing advanced Science, English, Mathematics, Critical Reading and Writing, Technology, Islamic Studies, Quran and Language. Honor students engage in a highly structured curriculum where they exceed the requirements of the core curriculum, which earns them honor status in the Honors Program. Course instructors support students in the development of problem-solving skills, experimental design, data and statistical analysis, and critical reading and writing skills. Honor students and their instructors are offered a unique educational experience and work as a "team." As a result, students are provided a high-quality, challenging curriculum that prepares students for college success. The Honors Program is a rigorous program that qualifies students to enroll in AP courses and College Credit courses and begin working with university counselors. **By earning the Honor Credit the student's average will be weighted by a factor of 1.05.**

##### **COLLEGE CREDIT COURSES**

A college credit course is a college course taken by a high school student for which the student earns both college and high school credit at the same time. Miraj Islamic School students will be able to participate in college credit program. The program enables students to make substantial progress toward their college degree before finishing high school. **By earning the College Credit the student's average will be weighted by a factor of 1.1.**

##### **ADVANCED PLACEMENT (AP)**

The Advanced Placement (AP) is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum. If the course is approved the school may use the AP designation and the course will be publicly listed on the AP Ledger. There are more than 30 courses across multiple subject areas, and high schools offer different courses depending on demand and resources. **By earning the AP Credit the student's average will be weighted by a factor of 1.1.**

### How Are "College credit" Courses Different from High School AP Courses?

Both courses are taught at the college level, but by participating in a college credit course you get college credit immediately upon successful completion of the course. In an AP course, you must pass the end-of-course exam to be eligible to apply for college credit once you graduate from high school. Usually, a student that took an AP course while in high school and passed the end-of-course exam must "petition" the college after attending one semester to accept the AP course as college credit. In most cases, the college will accept it for college credit. Another difference is that college credit courses are taught by College faculty who hold at least a master's degree with a minimum of 18 graduate-level hours in the subject he/she teaches. High School AP courses don't have to meet this requirement.

### **GRADE POINT AVERAGE (GPA)**

Grade Point Average (GPA) is the numerical average of all graded coursework. The student's GPA appears on the academic transcript. The student's GPA or grade point average is important to admissions committees, not because it signifies his/her intelligence, but instead because it is a long-term indicator how well he/she perform his/her job as student. Generally, when applying to college and/or for scholarships, the student's "cumulative" GPA (average GPA for all four years) is significant. College's typically use the student's GPA in addition to other means of measuring, to determine if the student are going to have what it takes to make it at their institution. They obviously want to admit the best students who apply, and the student's GPA may make the difference between getting in, and being rejected. Even if the student is admitted, his/her GPA will also be used to determine if he/she qualify for any scholarships or admission into certain fraternities.

### **MIS GRADING PROGRESS KEY**

Letter Grade	Number Grade	Equivalent GPA Score	Honor Roll
A+	95-100	4.5-5.0	High Honor
A	90-94	4.0-4.49	High Honor
A-	87-89	3.7-3.99	Honor
B+	85-86	3.5-3.69	Honor
B	82-84	3.2-3.49	
B-	80-81	3.0-3.19	
C+	75-79	2.5-2.99	
C	70-74	2.0-2.49	Passing Level
D+	65-69	1.5-1.99	Repeat Course Required
D	60-64	1.0-1.49	
D-	59-51	0.1 - 0.9	
F	<51	0	

### 2. TEST SCORES (REGENTS, PSAT, SAT, ACT)

#### 2a. NYS REGENTS EXAMS and DIPLOMA

##### **REGENTS EXAMS**

The Miraj Islamic School curriculum is aligned with New York State Regents requirements. Students who successfully complete the program are well prepared to take the NYS Regents Exams to earn a Regents or Advanced Regents Diploma. Miraj Islamic School provides a college preparatory program emphasizing a vast array of courses including Mathematics, English, Science, Social Studies, Arabic, and Albanian language.

##### **REGENTS DIPLOMA REQUIREMENTS**

The NYS Regents diploma requires successful completion of Regents examinations in English, Global Studies, U.S. History, Mathematics and Science. A score of 65% or higher must be achieved on all Regents exams for credit to be given in that subject. Students who score below 65% have the opportunity to retake the exam the next time it is administered. In addition, students who pass a Regents Exam but are not satisfied with the score may repeat the exam. Each exam score will be recorded on the student's transcript, but only the highest score will be included in the student's grade point average or GPA.

##### ❖ **REGENTS DIPLOMA**

In order for students to graduate with a Regents Diploma, all required credits must be earned in academic subjects including the arts. In addition, students must pass five Regents exams, in Mathematics, Global History, U.S. History, and Science, with a score of 65% or above. In addition, 92% attendance is also required.

##### ❖ **REGENTS DIPLOMA WITH HONORS**

A Regents Diploma with Honors may be issued to students who complete all requirements for Regents Diploma and achieve an average of 90% or more on all five Regents Exams taken.

##### ❖ **ADVANCED REGENTS DIPLOMA**

In order for students to earn an Advanced Regents diploma, all required credits must be earned in academic subjects including the arts. Students must score 65% or more on all nine Regents exams, take additional credits in a language other than English (Arabic), pass a Regents Comprehensive Assessment in that language, pass an additional Regents exam in Science (at least one course should be in Life Science and one in Physical Sciences), take an additional set of Mathematics courses (Geometry and Algebra 2& Trigonometry) and pass the associated Regents exams.

##### ❖ **ADVANCED REGENTS DIPLOMA WITH HONORS**

An advanced Regents Diploma with Honors may be issued to students who take the additional credits for an advanced diploma and achieve an average of 90% or more on all nine Regents Exams.

### **Failure in Regents or Failure in a Core Requirement Course**

❖ **Failure in Both, the Course and Regents Exam:**

In order to earn course credit, the student must recover the lost credit through either enrolling in MIS Credit Recovery Program, or the course must be retaken at an approved school or college, also to be approved by Principal and earn a minimum grade of 70%. Students must submit documentation to MIS by the end of August to prove that they took the course. Since it is a requirement for graduation, the Regents exam must be retaken and score 65% or above.

❖ **Pass the Course and Fail The Regents Exam:**

The student must retake the Regents until he/ she passes it before graduation date with a score of 65% or above.

❖ **Fail The Course But Pass The Regents Exam:**

In accord with the policy of the NYC Board of Regents, passing the course is based on a number of criteria. Therefore passing the Regents exam does not automatically earn a student course credit. The student must recover the lost credit through either MIS Credit Recovery Program, or retake the course at an approved school or college.

### **Credit Recovery**

In accordance with the guidelines of the New York State Department of Education, Miraj Islamic School System will offer students, who have received failing grades of 69% or below in courses that are required for graduation, an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course.

Students are required to attend all course hours until all course requirements are met. Students will be released from the credit recovery program upon successful completion of individual remediation plan and meet number of hours of instruction. Students who complete the remediation plan by demonstrating minimal proficiency in all required standards will receive a grade of 70% (the passing grade for MIS) for the course. **All assigned work and hours must be completed to earn credit for the course.**

## 2b. COLLEGE ADMISSION TESTS

There are two separate testing agencies that provide standardized examinations used by colleges and universities for admission and placement purposes. The first is the College Board produces the PSAT, SAT I, and SAT II (subject tests). The second testing agency is the American College Testing program (ACT). The Miraj Islamic School curriculum is designed to optimize success in those tests.

A brief explanation of college admission tests follows:

### ❖ PSAT / NMQT

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) examination measures critical reading skills, math problem solving skills, and writing skills. This test may be taken by sophomores and juniors; however, only your junior year score will be submitted to the National Merit Scholarship Competition. If your score is exceptionally high, you will become a National Merit Semi Finalist. Merit Finalists are selected during senior year and may receive college scholarships.

The PSAT/NMSQT is offered only once each year. All juniors are advised to take this exam. Please visit <http://www.collegeboard.com/student/testing/psat/about.html> to learn more about the PSAT including test taking tips and preparation.

### ❖ SAT I Reasoning Test

The SAT I Reasoning Test is an examination that takes approximately 4 hours to complete. There are 2 sections and an Optional Essay to the SAT. The three sections are as follows, Evidence-Based Reading, Mathematics, and writing. Each of the two sections of the SAT is scored on a scale of 200 - 800, the SAT essay is evaluated based on three specific criteria: Reading, Analysis, and Writing. Each of these criteria will be scored on a scale of 2-8 yielding a total score range of 6-24. In conjunction with a number of other factors, your SAT I Reasoning Test scores are used by colleges in their admissions process.

It is the student's responsibility to ensure that SAT I Reasoning Test Score Reports are sent to the colleges to which you are applying. The College Board has recently instituted a "Score Choice" option. If students wish, they may choose which SAT I Reasoning Test scores (by testing date, not by individual section scores such as only Critical Reading or only Math) and which SAT II Subject Test scores (by individual Subject Test, not bound to a testing date) that are sent to the colleges.

Please visit [http://www.collegeboard.com/student/testing/sat/score\\_choice.html](http://www.collegeboard.com/student/testing/sat/score_choice.html) for a detailed description of SAT "Score Choice". In general, colleges will consider your highest scores on each individual section of the SAT I Reasoning Test and your highest score on any individual SAT II Subject Test. Please know that colleges' admissions policies vary regarding SAT Score Choice and that it is the student's responsibility to make sure he or she adheres to each college's policy.

Please visit [collegeboard.com](http://collegeboard.com) for answers to questions as well as helpful test prep materials regarding the SAT I Reasoning Test and SAT II Subject Tests. Keep in mind there are fees for every exam for which you register. Late registration, while possible, will result in additional fees. You also are less likely to be assigned to the test site of your first choice if you register late.

### ❖ **ACT Plus Writing (American College Testing Assessment)**

The ACT Plus Writing exam, administered by American College Testing, is an alternative form of assessment to the SAT I Reasoning Test. The ACT exam is offered “with Writing” or “without Writing”. If you choose to take the ACT exam, you must choose the ACT exam with the writing component (ACT Plus Writing). A composite score between 1 and 36 is given based on the average of the 4 sections. One difference between the ACT and the SAT I Reasoning Test is that in addition to assessing a student’s academic performance, the ACT can also provide helpful information to assist a student in career planning. The ACT assessment program consists of four academic tests, a writing assessment, a Student Profile, and an Interest Inventory. Some colleges and programs (e.g., the 7 year Sophie Davis biomedical program at City College) require it. Be sure to check the requirements of the colleges in which you are interested!

### ❖ **SAT II Subject Tests**

The SAT II Subject Tests are one hour in length. They are designed to measure your knowledge of a particular subject and your ability to apply that knowledge. Many colleges require or recommend one or more SAT II Subject Test(s) for admission. Some colleges leave the choice of SAT II Subject Tests up to the applicant while others have specific requirements. Be sure to carefully review colleges’ Admissions websites to determine the standardized testing requirements of each college. In addition, if you have a sense of the subject area you wish to pursue in college, be sure to take the exam relating to that subject. Check collegeboard.com for SAT II Subject Test dates - plan ahead! You may not take both the SAT I Reasoning Test and SAT II Subject Tests on the same day. Although you are allowed to take up to three SAT II subject tests on the same day, it is not recommended.

### **WHEN SHOULD YOU TAKE SUBJECT TESTS?**

Most students take English Literature and Mathematics Subject Tests in their junior or senior year.

Take exams such as World History, Biology E/M, Chemistry, or Physics as soon as completing the course, while the material is still fresh in your mind.

#### **That means our students should take:**

- Living Environment: Freshmen (9<sup>th</sup> Grade)
- World History : Freshmen (9<sup>th</sup> Grade)
- Chemistry: Sophomore (10<sup>th</sup> Grade)
- Mathematics Level 1: Sophomore or Junior (10<sup>th</sup> or 11<sup>th</sup> Grade)
- U.S. History: Sophomore (10<sup>th</sup> Grade)
- Physics: Junior (11<sup>th</sup> Grade)
- English Literature: Junior or Senior (11<sup>th</sup> or 12<sup>th</sup> Grade)
- Mathematics Level 2: Junior or Senior (11<sup>th</sup> or 12<sup>th</sup> Grade)
- Throughout the student’s freshman, sophomore, junior and senior years, the Miraj Islamic School Guidance Counselor works with each student individually, as well as in the 11<sup>th</sup> grade Career Connections course, to strategize college planning and career-pathing.

### **3. EXTRACURRICULAR ACTIVITIES**

Students must complete 30 hours of community service at a non-profit organization within the academic year. Community service is a rewarding opportunity for personal growth, as the experience of helping the community promotes character development and compassion; and it is our religious duty to perform Sadaqa (charitable works). Furthermore, volunteerism enhances student's resume and increases the potential for top college placement and career marketability. Students may choose to volunteer in the fields of Islamic center support services, health services, mentoring and tutoring, senior companionship activities, ecology, pre-school and day-care activities, or recreation programs. Service hours must be documented and submission of a written report is required.

### **4. RECOMMENDATIONS FROM COUNSELOR/TEACHERS**

Many colleges will require a recommendation from the Guidance Counselor and will provide a Secondary School or Counselor Report Form for the counselor to complete. Some colleges require one or more teacher recommendations in addition to the one from the counselor.

**MIRAJ ISLAMIC SCHOOL**  
**Program Planning Guide**  
**Course Descriptions**

**1. ENGLISH I (HONORS)**

1 Year      1 Unit credit      2 Credits

English I is the first year of a four-year sequence in English required of all students for high school graduation. Based on the theme, Self and Others, and on a variety of thinking skills, English I presents a wide range of activities designed to extend mastery in literature and reading, writing, grammar, word study, discussion, and study/research skills. Literary works studied include "It's Not About My Bike: My Journey Back to Life" by Lance Armstrong, *A Tale of Two Cities* by Charles Dickens, *The House on Mango Street* by Sandra Cisneros, *The Life of Pi* by Yann Martel, and *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn. Required readings include two novels depicting Islamic society, culture and values, as well as a diverse selection of short stories, essays and poetry.

**2. ENGLISH II (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** English I

Students continue to develop and refine their language skills in English II. This curriculum is an in-depth study of critical thinking and analytical skills and includes the development of composition, literary analysis research and speaking skills. This course requires outside readings and prepares for success in advanced placement curriculum. The curriculum includes the four strands - Writing, Reading, Viewing and Representing, and Speaking and Listening. It is an in depth study of critical thinking and analytical skills and a major emphasis on written expression. The composition emphasizes on descriptive, narrative, and expository writing, with an introduction to the development of the literary essay. All students at this level will be required to do a formal research project with paper. Passing the comprehension English Regents Examination is a requirement for graduation.

**3. ENGLISH III (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** English I & II

With age, students seek greater and greater independence. As they are demand more autonomy and respect as adults, they are still maturing and reaching for adulthood. Language arts teachers attempt to meet the needs of these students by using a curriculum that connects academic learning to real-life situations, helps them prepare for their post-high school lives, and respects their growing maturity. Insha' Allah, this course will focus on reading and writing experiences that are developmentally appropriate. Reading instruction continues to offer young adults opportunities for improvement through growing sophistication in interaction with a variety of texts. Writing moves to analysis and interpretation of multiple ideas and perspectives to extend thinking and demands synthesizing of ideas to form conclusions and recommend actions. Analytical evaluation and assessment of writing are further nuanced, and editing skills are more sophisticated and specifically and clearly delineated.

**Passing the Comprehensive English Regents examination is a requirement for graduation.**

**Students are encouraged to take the SAT Subject Test in Literature upon completion of this course.**

**4. ENGLISH IV (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** English I, II & III

This English Honors course introduces students to the literary conventions of creative and critical writing in nonfiction, fiction, poetry, and creative writing. This English Honors critical writing course will explore the elements that set the genres apart, the elements they share, and the relationship between reading and writing. Texts will be taken from the four major genres and used as models for students' creative writing. This course focuses on the development of critical and analytic writing/reading/thinking skills through class discussion of student work and selected texts. Intensive instruction in techniques for the planning, drafting, revising, and editing of entry college-level expository essays is enforced. Sophisticated writing topics are assigned, including a literary research paper. Intensive writing is required and evaluative and interpretive skills are stressed. As an English Honors class, the work gets increasingly challenging. The goal of this course is to prepare students for college level critical writing.

**5. ENGLISH COMPOSITION 100C (COLLEGE CREDIT)**

½ Year    ½ Unit credit 1 Credit            3 Semester Hours Credits

**Prerequisite:** 80% Average in English I, II & III

An intensive writing course emphasizing critical thinking, reading, and writing practices. A focus on writing as a mode of communication and a social activity, as well as a matter of negotiating the expectations of different audiences and rhetorical conventions of multiple genres.

*Credit: 3 semester hours.*

**6. LITERATURE in a GLOBAL CONTEXT 110C  
**(COLLEGE CREDIT)****

½ Year    ½ Unit credit 1 Credit            3 Semester Hours Credits

**Prerequisite:** 80% Average in English I, II & III

This writing-intensive course examines literature from a global perspective. While familiarizing students with literary genres and texts, the course introduces students to writing and critical thinking about culture, cultural difference and social values.

*Credit: 3 semester hours.*

**1. ALGEBRA 1 (HONORS)**

1 Year      1 Unit credit      2 Credits

Common Core Algebra 1 is a one year course which introduces the student to the fundamentals of algebra. The common core curriculum for algebra, is an intensive look at algebra and functions, it also includes additional topics in probability and statistics. Students will be introduced to the graphing calculator and will work with it in class during lessons appropriate to its use. In addition to the development of skills necessary for the students' progression to higher level courses in this subject area, we seek to cultivate a sense of appreciation of mathematics for its aesthetic value. This course concludes with a Regents Examination.

All students take the Algebra 1 Regents examination at the end of the course.

**2. GEOMETRY (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1

This course is the second course in the New York State Common Core High School Mathematics Curriculum. Students will develop reasoning and problem-solving skills as they study topics such as congruence and similarity, applying properties of transformations to lines, triangles, quadrilaterals, and circles. Students will construct arguments synthetically, following the principles of logic, and analytically, following the rules of algebra. Students will use length, perimeter, area, and circumference to relate two-dimensional and three-dimensional figures and to solve real-world problems pertaining to volume. Students will apply geometric concepts in modeling situations. Students will take the NYS Regents Exam in Geometry (Common Core) in June.

All students take the Geometry Regents examination at the end of the course.

**3. ALGEBRA 2 / TRIGONOMETRY (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1 & Geometry

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

All students take the Algebra 2 Regents examination at the end of the course.

Students are encouraged to take the SAT Subject Test in Mathematics Level 1 upon completion of this course.

#### **4. PRECALCULUS (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1, Geometry & Algebra 2

Pre-calculus is a fast-paced course. The difficulty level of the material increases significantly throughout the year. Students should be prepared to be challenged and work hard. Students are encouraged to form study groups with peers, practicing beyond daily assignments in an effort to master skills.

Pre-calculus completes the formal study of the elementary functions begun in Integrated Algebra and Algebra 2. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations—algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. The formal definition of limit is applied to proofs of the continuity of functions and provides a bridge to calculus.

**Students are encouraged to take the SAT Subject Test in Mathematics Level 2 upon completion of this course.**

#### **5. AP STATISTICS (ADVANCE PLACEMENT)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1, Geometry & Algebra 2

AP Statistics is a year-long introductory course to statistics designed for students who have successfully completed Algebra II. AP Statistics is equivalent to a one-semester, introductory, non-calculus based college course in statistics. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences, and business.) This course is part of the College Board Advanced Placement Program. It will follow the AP Statistics curriculum and syllabus and will prepare students to receive college credit and/or placement in mathematics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data, planning a study, producing models using probability and statistics, and statistical inference. During this course, students will use the capabilities of the graphing calculator and appropriate software to investigate, model, and solve problems. AP statistics students are required to take the College Board Advanced Placement Examination in May.

**Students are encouraged to take the SAT Subject Test in Mathematics Level 2 upon completion of this course.**

**6. CALCULUS (HONORS / AP)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1, Geometry, Algebra 2 & Pre-Calculus

This course consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. This course ties together concepts that students have studied in previous classes and introduces the concepts of calculus. In this course, students will study the branch of mathematics that deals with rates of change in continuous and varying quantities. The class will include exercises in the graphical, numerical, analytical and verbal representation of functions; derivative rates of change and the use of derivatives to solve a variety of problems; and derivative and definite integrals as expressed in both parts of the Fundamental Theorem of Calculus. Students will communicate mathematical solutions both orally and with the written word; use technology to help solve problems, interpret results, and verify conclusions; and determine the reasonableness of solutions.

## **1. EARTH SCIENCE (HONORS)**

1 Year      1 Unit credit      2 Credits

This course follows the New York State Regents curriculum for Earth Science--The Physical Setting. Topics include minerals, rocks, earth, motion, dimensions and history, earthquakes, oceanography, astronomy, meteorology, the water cycle and climates, atmospheric energy, landscape development and environmental change, deposition, weathering and erosion. Laboratory exercises are also an integral part of the course that gives hands-on experience on mineral identification and testing.

All students take the Earth Science Regents examination at the end of the course.

### **LAB: EARTH SCIENCE REGENTS**

1 Year      Non-credit

**Co requisite: Earth Science Regents**

This course satisfies the lab requirement for the Earth Science Regents course. Students must complete this lab requirement in order to take the regents exam.

## **2. LIVING ENVIRONMENT (HONORS)**

1 Year      1 Unit credit      2 Credits

This course is the first of three-year minimum science sequence, and prepares students for the NYS Living Environment Regents assessment in the spring. Students develop positive scientific attitudes, explore inquiry, and develop an understanding of the basic concepts of modern biological science. Molecular genetics, ecological relationships and environmental issues are emphasized to prepare students to comprehend the latest trends in life sciences. Successful completion of the course, significant laboratory work and assignments are required for admission to the Regents Exam.

All students take the Living Environment Science Regents examination at the end of the course.

Students are encouraged to take the SAT Subject Test in Biology upon completion of this course.

### **LAB: LIVING ENVIRONMENT REGENTS**

1 Year      Non-credit

**Co requisite: Living Environment Regents**

This course satisfies the lab requirement for the Living Environment Regents course. Students must complete this lab requirement in order to take the Regents exam.

**3. CHEMISTRY (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1

Chemistry is an intensive course to develop and expand an understanding of the relevance of chemistry as it relates to standards of living career choices, and current issues in Science and Technology. Course content includes laboratory techniques and safety, properties and structures of matter in its various states, chemical calculations and quantitative relationships, chemical bonding and molecular structure, chemical reactions, solutions, gas laws, and acids and bases. The ability to make Mathematical computations using fractions, decimals, ratios and proportions, and exponents is required.

Laboratory work is a major part of the course. Successful completion of this course is required for admission to the Regents Examination.

**Students are encouraged to take the SAT Subject Test in Chemistry upon completion of this course.**

**LAB: CHEMISTRY REGENTS**

1 Year      Non-credit

**Co requisite:** Chemistry Regents

This course satisfies the lab requirement for the Chemistry Regents course. Students must complete this lab requirement in order to take the Regents exam.

**4. PHYSICS (HONORS)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Algebra 1 & Geometry or Math A

This course provides students with a modern view of the fundamental concepts of physics and is designed for students who are planning to major in the sciences, medicine, or engineering. The major topics covered are mechanics, energy, electricity and magnetism, waves, and modern physics. Additional topics include motion in a plane, internal energy, geometrical optics, and nuclear physics. This class includes extensive laboratory work and written lab reports.

**All students take the Physical Settings/Physics Regents examination at the end of the course.**

**Students are encouraged to take the SAT Subject Test in Physics upon completion of this course.**

**LAB: PHYSICS REGENTS**

1 Year      Non-credit

**Co requisite:** Physics Regents

This course satisfies the lab requirement for the Physics Regents course. Students must complete this lab requirement in order to take the Regents exam.

**5. ENVIRONMENTAL SCIENCE**

1 Year    1 Unit credit    2 Credits

**Prerequisite:** Earth Science, Living Environment, and Chemistry.

This course is a higher-level science course. Environmental Science will challenge students to think about their beliefs, their attitudes, and their behaviors, and how these affect our individual responsibility for the environment. This course makes use of many research presentations and analysis tools including: field observations, data collection and analysis, role-playing, debates, guided discussion, and Power Point presentations. The learning objectives in this course are: to help students to understand the role that science and technology can play in enabling humans to make informed decisions about activities that impact the environment; to foster technology literacy and an understanding of the role of information technologies in modern scientific endeavors; to provide the opportunity to learn about the scientific process; to understand the ways in which humans use land, energy, and water resources to support their activities; to understand the complex relationships between the physical environment on Earth and the ecosystems that populate it and ; to support the development of inquiry based teaching and technology skills among teachers.

**6. ENVIRONMENTAL SCIENCE (AP)**

1 Year    1 Unit credit    2 Credits

**Prerequisite:** Earth Science, Living Environment, and Chemistry.

Environmental Science is an introductory college course. Environmental science is the study of the natural sciences in an interdisciplinary context that always includes people and how they influence the system. It includes many aspects of biology, earth science, fundamental principles of chemistry and physics. This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics include scientific analysis, interdependence of earth systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society. Field and laboratory investigations are an integral part of curriculum. AP Environmental Science students are required to take the College Board Advanced Placement Examination in May. Successful achievement on the exam will allow for the student to earn three hours of college credit.

**7. AP Biology (ADVANCE PLACEMENT)**

1 Year      1 Unit credit      2 Credits

**Prerequisite:** Living Environment and Chemistry.

AP Biology is equivalent to a two-semester introductory college biology course taken by students majoring in a biological science. AP Biology differs from regular high school biology through the use of a college-level text, a greater range and depth of topics covered, a faster pace of instruction, more sophisticated lab work, and more time and effort required of students in order to succeed in the course. This course has been authorized by the College Board as meeting the requirements for AP Biology.

Students who are genuinely interested in pursuing a career in the biological sciences or medical fields are especially advised to take AP Biology in high school. AP Biology provides students a significant advantage in college by allowing them to acquire the foundation in concepts and skills prerequisite to many college biological science courses. The ability to succeed in AP Biology gives students confidence and a knowledge base to be successful in future science classes.

**1. GLOBAL HISTORY and GEOGRAPHY I (HONORS)****1 Year      1 Unit credit      2 Credits**

This is the first of a two-year sequence which culminates in the required Global History Regents in June of the Freshmen year. The course is designed to challenge students to define culture and civilization, as they examine how geographically distinct societies developed over time. The students investigate the various components of culture and civilization including social customs, norms, values, and traditions. The emphasis is on the examination of political systems, economic systems, religions and spiritual beliefs. The course examines the development and connectedness of Western Civilization with civilizations and cultures in South and East Asia, Latin America and Africa.

**2. GLOBAL HISTORY and GEOGRAPHY II (HONORS)****1 Year      1 Unit credit      2 Credits****Prerequisite: Global History & Geography I**

The second year of the two year Global history sequence culminates in the Global History Regents in June of the Freshmen year. The Enlightenment and the global developments that emanated from the French Revolution begin this year-long examination of our modern world. The world-wide Age of Revolution, the Industrial Revolution, the expansion of Europe overseas with its concomitant nationalist reactions and the violent termination of empires, dynasties and tyrannies in Asia, Europe and Latin America permit students to study the effects economic dislocations, racism, political and social institutions. The course challenges students to consider varying viewpoints, to analyze, interpret and evaluate primary sources and to integrate economic geography as a casual factor in our study of the past.

**Students are encouraged to take the SAT Subject Test in World History upon completion of this course.**

**3. AP WORLD HISTORY (ADVANCE PLACEMENT)****1 Year      1 Unit credit      2 Credits****Prerequisite: Global History & Geography II**

The purpose of the AP World History course is to develop a greater understanding of the evolution of global process and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional and technological patterns that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contact among societies that form the core of world history as a field of study. Students are expected to take the Advanced Placement World History Exam

**4. U.S. HISTORY & GOVERNMENT (HONORS)****1 Year      1 Unit credit      2 Credits****Prerequisite: Global History & Geography II**

Honors United States History provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of United States history. This course introduces students to the major issues, ideas, and institutions, which serve as foundations to the United States as a nation in order to foster an understanding of the American government, society and economy. More specifically, the course addresses how the United States developed the form of government we have today, why our society suffers from conflicts among races and its efforts to create a diverse society with equal justice for all, regardless their race, religion or gender. The course offers an understanding of ideas beginning with the Colonial Period, Forming the Constitution, Civil Liberties, Civil War, Women's Movement, FDR's New Deal, Industrialization to the New Era of Globalization, G.W Bush;s Policy and War on Terror. Honors United States History follows the same course of study as the corresponding standard United States History course; however, the material is taught with greater complexity, novelty, and acceleration.

**Passing the U.S. History & Government Regents exam is a requirement for graduation.**

**Students are encouraged to take the SAT Subject Test in U.S. History upon completion of this course.**

**5. AP U.S. HISTORY****1 Year      1 Unit credit      2 Credits****Prerequisite: Global History & Geography II**

The AP United States History course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

**Students are encouraged to take the SAT Subject Test in U.S. History upon completion of this course.**

**6. ECONOMICS (HONORS)**

½ Year    ½ Unit credit    1 Credit

**Prerequisite:** Global History & Geography and U.S History

The goal of the senior year Economics course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy. Reading and writing activities focus on an examination of the interdependence of the world today, and the political and social impact of economic decisions. The course is evaluated by a local final exam.

**7. UNITED STATES GOVERNMENT (HONORS)**

½ Year    ½ Unit credit    1 Credit

**Prerequisite:** Global History & Geography and U.S History

The goal of the senior year Government course is to help students acquire the knowledge necessary to be active participants in American society. This course assists students in becoming aware of their roles as citizens and helps them evaluate public issues, make informed judgments, and provide an understanding of how a person's values affect their decision making process. Students acquire knowledge of how citizens have in the past, and can now and in the future, directly and indirectly interact with the public policy processes. The course begins with an overview of basic concepts found in all political systems, the philosophical background which led to our constitutional development, and the basic concepts found in the Constitution.

### **FOREIGN LANGUAGES**

At Miraj Islamic School, all subjects are taught in English. In order to enrich our curriculum, Arabic and Albanian are the supplementary languages that are part of our syllabus. Research shows students who have taken multiple foreign languages score considerably higher on standardized tests than their peers. The importance of foreign languages is evident in nearly every occupation in all walks of life. The demand for foreign languages in society is astronomical therefore success and prosperity may very well depend on the ability to be proficient in multiple-languages other than English.

### **ARABIC LANGUAGE**

The Arabic language is the symbol of Islam and the language of the Qur'an. Arabic is a unique language consisting of simple words with precise, unquestionable meanings with multiple nuances. When somebody recites one letter from the Holy Qur'an he will get one good deed in recompense and this one recompense will be equal to ten good deeds. I do not say that Alif Lam Meem is a letter, but Alif is a letter, Lam is a letter, and Meem is a letter. (Tirmidhi) A reader of the Holy Qur'an will be called upon on the Day of Judgment: "Start reading the Holy Qur'an and ascend the (high) stages of the Heaven, and recite slowly as you had been reading in the world, as thy abode will be where the last verse of thy recitation will end." (Tirmidhi). Study the Qur'an in written Arabic (regularly) for it will act as an intercessor for its readers on the Day of Judgment. The most important part of our worship, our daily prayers must also be in Arabic, therefore, we must make a humble effort to learn and understand what we are required to recite in Arabic. It is our sincere effort to introduce and teach this thoughtful language to all our students in Pre-k through 11<sup>th</sup> grade. In addition, many higher education institutions are increasingly offering courses in the Arabic language.

Allah (SWT) chose Arabic to be the language of the Qur'an-  
His final Message to humankind:

"We have sent it down as an Arabic Quran, in order that ye may learn wisdom"  
(Yusuf: 2);

### **ALBANIAN LANGUAGE**

In order to enhance our curriculum and broaden our horizons, we have incorporated Albanian language to the English and Arabic language requirement for all students in 3<sup>rd</sup> grade and up. We believe that learning multiple foreign languages is very valuable and can make a significant difference in a child's education. Students who are fluent in two or three languages perform better on verbal and non-verbal tests than monolingual children. Trilingual children prove to be more effective as problem solvers than their monolingual peers. In addition, second and third language instruction enhances listening and memory skills, and improves attention span. The biweekly foreign language Albanian class is integrated in the regular class schedule.

### **1. ARABIC I (HONORS)**

1 Year    0.75 Unit credit    1.5 Credits

In continuation with our with our Arabic language program of previous years, 8th graders begin a four-year language sequence preparing them for the Advanced Regents Exam for Arabic language. Furthermore, the Arabic program prepares students to read and understand the Qur'an in its fullest meaning. In this regard, the quality of education Miraj Islamic High School provides distinguishes us from other academic institutions. In a classroom setting emphasizing language immersion, students gain proficiency in the four basic skills of listening, speaking, reading, and writing Arabic. They broaden their vocabulary, acquire complex grammatical structures and develop writing skills facilitating proficient communication in a variety of real-life situations. Our texts focus on different verb forms and passages of dialogue which encourage confident expression. In addition, students develop their knowledge of Arabic culture and civilization.

### **2. ARABIC II (HONORS)**

1 Year    0.75 Unit credit    1.5 Credits

**Prerequisite: Arabic I**

Students continue to develop and refine their language skills in Arabic II through further practice of the four skills: listening, speaking, reading and writing. The course will cover the structures of modern standard Arabic in its written form as it is used almost exclusively in any printed publication anywhere in the world today. It covers the writing system, phonology, a basic vocabulary of the morphology, and the basic syntactic structures of the language which is the base for reading and understanding the Holy Qur'an.

The text used is followed by an Arabic-English Glossary and a grammatical subject index for reference. The structure of each lesson contains three parts, including, reading text, vocabulary, grammar and drills. In addition, students will practice comprehensive passages with general drills.

### **3. ARABIC III (HONORS)**

1 Year    0.75 Unit credit    1.5 Credits

**Prerequisite: Arabic II**

At this level, students prepare for the Regents Exam in language given after this level.

Grammatical concepts from previous levels are reviewed in depth and advanced grammar is introduced with extensive practice in the varieties of written communication. Vocabulary is greatly expanded through literature and cultural reading. All of that should be taken during the latter part of our Arabic language program following by Arabic –English Glossary and a grammatical subject index for reference. Reading and writing assignments on a variety of topics will be used to build a more extensive vocabulary. Current events, short stories, and newspaper and magazine articles will be used for oral and written practice.

**Students could take the Arabic Regents examination at the end of the course.**

**4. ARABIC IV (HONORS)****1 Year    0.75 Unit credit    1.5 Credits****Prerequisite: Arabic III**

This course provides an opportunity for students to become proficient in all the basic skills and/or to bridge the gap between high school and college Arabic. Excerpts from literature, magazines, newspapers, and/or a novel are studied and discussed. Oral and written compositions help students maintain and develop both oral and written skills. Arabic is used almost exclusively in the classroom. Emphasis is on conversation of everyday topics and class related discussions. Students complete a variety of listening comprehension exercises and grammar is again reviewed.

**All students take the Arabic Regents examination at the end of the course.**

**5. ALBANIAN I****1 Year    ½ Unit credit    1 Credit**

Albanian as a second language is offered as a three-year sequence to all MIS students. Students study Albanian vocabulary and grammar in an immersion classroom setting to acquire listening, reading, writing and speaking skills. After successful completion of the course, students will learn to converse in Albanian in a variety of real-life situations. In addition, they will gain familiarity with Albanian culture and civilization.

**6. ALBANIAN II****1 Year    ½ Unit credit    1 Credit****Prerequisite: Albanian I**

The development of skills begun in the first year of the language is continued. Greater emphasis is placed on oral proficiency, listening, reading and writing. Knowledge of grammar is expanded, including object pronouns and most of the verb tenses beyond the present. Cultural information is taught through basic content readings and supplemental materials.

**7. ALBANIAN III****1 Year    ½ Unit credit    1 Credit****Prerequisite: Albanian II**

Albanian III is a yearlong course providing students with additional experience in listening, speaking, reading, and writing. Building on the skills mastered in Albanian II, this course continues the study of the language through farther practice of the four skills. Idiomatic expressions and vocabulary are introduced with greater frequency. Developing proficiency in the spoken language is stressed, along with a growing command of grammar.

### **1. CULTURAL AND LINGUISTIC STUDIES/ QUR'AN I (HONORS)**

1 Year    ½ Unit credit    1 Credit

The Qur'an is the Book of Guidance for all mankind, and it is incumbent upon us to teach it to the young, who must preserve their Fitrah (original state of purity and submission) as the future fathers and mothers of Muslim society. In this class, students continue their Qur'anic studies of previous years to further develop their understanding of the Qur'an in both Arabic and English, with a special focus on some ayat in Suratul Baqarah, Anfal and An'am that represents the importance of Hajj, submitting to God's orders and a Muslims' Duties.

### **2. CULTURAL AND LINGUISTIC STUDIES/ QUR'AN II (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite:** Cultural and Linguistic Studies/ Qur'an I

The Qur'an is the Book of Guidance for all mankind, and it is incumbent upon us to teach it to the young, who must preserve their Fitrah (original state of purity and submission) as the future fathers and mothers of Muslim society. In this class, students continue their Qur'anic studies of previous years to further develop their understanding of the Qur'an in both Arabic and English, with a special focus on some ayat in Suratul Baqarah, Anfal and An'am that represents the importance of Hajj, submitting to God's orders and a Muslims' Duties.

### **3. CULTURAL & LINGUISTIC STUDIES/ QUR'AN III (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite:** Cultural and Linguistic Studies/ Qur'an II

The Qur'an is the Book of Guidance for all mankind, and it is incumbent upon us to teach it to the young, who must preserve their Fitrah (original state of purity and submission) as the future fathers and mothers of Muslim society. Toward the end of gaining the pleasure and mercy of our Lord, this class anchors in divine revelation as the ultimate source of all knowledge.

Our goal is the thematic study of the Qur'an. In this class, students continue their Qur'anic studies of previous years to develop their understanding of the Qur'an in both Arabic and English translation, with a special focus on some ayats in Suratul Hajj, Baqarah and Isra that speaks about how a believer should strive for Justice, give Charity for the sake of God and enhance in his self the Islamic Morals.

**4. CULTURAL & LINGUISTIC STUDIES/ QUR'AN IV (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite:** Cultural and Linguistic Studies/ Qur'an III

The Qur'an is the Book of Guidance for all mankind, and it is incumbent upon us to teach it to the young, who must preserve their Fitrah (original state of purity and submission) as the future fathers and mothers of Muslim society. Toward the end of gaining the pleasure and mercy of our Lord, this class anchors in divine revelation as the ultimate source of all knowledge.

Our goal is the thematic study of the Qur'an. In this class, students continue their Qur'anic studies of previous years to develop their understanding of the Qur'an in both Arabic and English translation, with a special focus on some ayats in Suratul Luqman where Allah through the tongue of the wise Luqman enlightens the duties of a teen toward his God, his Parents, himself and community.

## **1. HUMANITIES/ ISLAMIC STUDIES I (HONORS)**

1 Year      ½ Unit credit      1 Credit

Students strengthen their Islamic knowledge base through continued studies in Aqeedah, Tawheed, Qur'an, Sunnah, Seerah, Tafseer and Fiqh. This curriculum explores the life of the Prophet Muhammad (SAWS) as the seal of all Prophets, as well as the lives of earlier Prophets of Islam. It follows Islamic history as practiced and spread by the Sahaba (companions of the Prophet Muhammed, saws), while discussing modern theories and issues relevant to Islam.

## **2. HUMANITIES/ ISLAMIC STUDIES II (HONORS)**

1 Year      ½ Unit credit      1 Credit

**Prerequisite: Humanities/ Islamic Studies I**

In this course, students will be studying Islam. The purpose of this course is to help students understand the teachings of Islam in order for them to become virtuous in their behavior, wise in their minds, healthy in their bodies, so they may become exemplary citizens with high morals and values who assets to society. Islam is the religion that Allah (swt) has chosen for mankind. It is a complete code of life that provides for us a clear and straight path, Siratul Mustaqeem. It leads Muslims to success in this life and teaches us the criteria to attain Allah's pleasure. It guarantees the believer's success, welfare and peace in this life and the Hereafter. Studying Islam is imperative for all Muslims so they can preserve Fitratul-Allah (original state of purity and submission) as it was preserved by previous generations. Islamic Studies II will be covering topics such as, Al Aqeedah-Islamic belief, Al Ibadat-worship, Al Akhlaq- manners, Al Muamalat- regarding daily affairs (dealing with others in daily life), the Seerah of Prophet Muhammed (saws), Tafsir- understanding the meaning of the Quran, Hadith - sayings of Prophet Muhammed (saws), the Sahabah – companions of the Prophet Muhammed (saws), Muslim scholars and other notable Islamic personalities.

**3. HUMANITIES/ ISLAMIC STUDIES III (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite: Humanities/ Islamic Studies II**

In this course, students will be studying Islam in brief and then will be dealing with topics that meet their age and need. The objective of Objective of these studies is to help students become virtuous and learn to make wise sound choices so that they may become excellent exemplary citizens with high morals and values who are an asset to society. Islamic Studies will be covering topics such: **Tafsiir and Mufassiriin** from different generations, **Hadiith and Hadiith's Scholars, Islamic Civilization** and its impact on World Civilization. The class will also focus on **some distinguished Muslims Scholars, such as Ibni Rushd, Ibni Siina, AlKhawarezmi ect.** that had direct impact in certain sciences. In this course, students will learn **the art of khatabah- giving sermons** and Islamic lectures and preparing a search in different coherent topics. That draws upon **contemporary Issues** and Islamic perspective towards issues that capture attention of the Muslims. These will be drawn from the fundamentals of Islamic belief, in Fiqh, and modern dogmas.

**4. HUMANITIES/ ISLAMIC STUDIES IV (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite: Humanities/ Islamic Studies III**

In this course, students will be studying Islam in brief and then will be dealing with topics that meet their age and need. The objective of Objective of these studies is to help students become virtuous and learn to make wise sound choices so that they may become excellent exemplary citizens with high morals and values who are an asset to society.

Islamic Studies will be covering topics such: **Tafsiir and Mufassiriin** from different generations, **Hadiith and Hadiith's Scholars, Islamic Civilization** and its impact on World Civilization. The class will also focus on **some distinguished Muslims Scholars, such as Ibni Rushd, Ibni Siina, AlKhawarezmi ect.** that had direct impact in certain sciences. In this course, students will learn **the art of khatabah- giving sermons** and Islamic lectures and preparing a search in different coherent topics. That draws upon **contemporary Issues** and Islamic perspective towards issues that capture attention of the Muslims. These will be drawn from the fundamentals of Islamic belief, in Fiqh, and modern dogmas.

### **1. COMPUTER SCIENCE/ TECHNOLOGY I (HONORS)**

1 Year      ½ Unit credit      1 Credit

This course is designed to be the introductory course to computer science curriculum. The basic concepts of how a computer works and object oriented programming will be taught. Other topics that will be covered in the course include: output, input, constants, variables, expressions, decisions and basic looping structures. Structured programming will be stressed. Students will build a personal Web page in which they can "link" their work.

### **2. COMPUTER SCIENCE/TECHNOLOGY II (HONORS)**

1 Year      ½ Unit credit      1 Credit

**Prerequisite:** Computer Science/ Technology I

This course provides students with a solid foundation in the design and creation of pages for the World Wide Web. Students begin by analyzing and critiquing pages that already exist on the Web in order to gain insight into successful design and layout concepts. Students are taught to create pages using HTML (Hyper Text Markup Language) and learn all the basic tags needed to format pages, create links, insert images, sound files, tables, screen forms and frames. Microsoft FrontPage is then used to author subsequent web pages. Use of FTP software is also covered.

JavaScript is introduced after HTML is fully mastered. Students use JavaScript to create dialog boxes and animations to further enhance their pages. Student projects include creating their own home page, creating web pages for teachers, departments or school clubs.

### **3. COMPUTER SCIENCE/ TECHNOLOGY III (HONORS)**

1 Year      ½ Unit credit      1 Credit

**Prerequisite:** Computer Science/ Technology II

This course provides students with a solid foundation in the design and creation of pages for the World Wide Web. Students begin by analyzing and critiquing pages that already exist on the Web in order to gain an insight into successful design and layout concepts. They are taught to create pages using HTML (Hyper Text Markup Language) and learn all the basic tags needed to format pages, create links, insert images, sound files, tables, screen forms and frames. Use of FTP software is also covered, as students explore the file structure of the SIA site and learn about the different options available for publishing their work.

JavaScript will be introduced after HTML is fully mastered. Students use JavaScript to create dialog boxes and animations to further enhance their pages. Student projects include creating their own home page, creating web pages for teachers, departments or school clubs, and participating in a group project.

### **4. COMPUTER SCIENCE/ TECHNOLOGY IV (HONORS)**

1 Year    ½ Unit credit    1 Credit

**Prerequisite: Computer Science/ Technology III**

This course will offer an opportunity to complete an independent computer project. The entire program is individualized, as students will be expected to plan and to develop challenging and unique computer projects. Some suggested topics may include: learning a programming language, learning advanced software such as Adobe Photoshop V.6, Adobe After Effects, Macromedia Flash, or developing a portfolio of electronic painting/drawing, authoring a comprehensive Website, finding an on-line tutorial for a specific topic, completing an in depth computer research project for integration in a core subject area as well as developing other creative, challenging, and independent computer work. Student projects are pre-approved by the instructor and a weekly journal is required for documenting work and communicating with the instructor. Students will be expected to present a summary of specific results for assessment.

### **1. PHYSICAL EDUCATION I**

1 Year      ½ Unit credit      1 Credit

Our Physical Education Program contains a variety of physical and cognitive activities with an emphasis on fitness, a healthy lifestyle and games, through the development of skills and strategies to achieve and maintain physical fitness. Special attention is given to the development of cardiovascular endurance, muscular strength, flexibility, nutrition and personal appearance. Student attitudes and behaviors towards health and wellness are explored and developed. Regardless of the activity, self reliance, cooperation, work ethic, respect for others, and integrity of each student are observed, taught, assessed and modeled. Our curriculum reflects NYS Learning Standards in Physical Education. Sports offered include Soccer, Badminton, Basketball, Frisbee Games, Personal Fitness, Pilates, Ping Pong, Self Defense, Strength and Conditioning, and Volleyball.

### **2. PHYSICAL EDUCATION II**

1 Year      ½ Unit credit      1 Credit

**Prerequisite: Physical Education I**

The physical education program provides a variety of sports and activities that help to meet the physical and recreational needs of adolescent girls and boys. Attention is given to developing attitudes towards physical fitness, sportsmanship, and teamwork that will enhance a student's current and future life. The program includes activities that improve and maintain agility, flexibility, coordination, and strength and that develop skills for physical mental, social and emotional well being. Both theoretical knowledge and applied performance are evaluated. All students must satisfactorily complete four years of physical education to receive a high school diploma.

### **3. PHYSICAL EDUCATION III**

1 Year      0.75 Unit credit      1.5 Credits

**Prerequisite: Physical Education II**

The focus of the third year of physical education will be to provide students with the knowledge and skills required to develop an individualized fitness plan for lifelong physical fitness. Students will gain a deeper understanding of the five health related components of fitness, body composition, flexibility, cardiovascular endurance, muscular strength and endurance, and their relation to each other. Students will then develop a personal plan and implement this plan during class. Each workout will include a warm up, cardiovascular sections, muscular endurance/strength section, a cool down and a closure to each class. In addition, students will also engage in additional lifelong fitness activities.

### **4. PHYSICAL EDUCATION IV**

1 Year    0.75 Unit credit    1.5 Credits

**Prerequisite:** Physical Education III

This course is designed with both the psycho-motor, cognitive, and affective development of the students in mind. It focuses on the development of motor skills, strength, cardiovascular fitness, aerobic and anaerobic energy systems, and flexibility while the student is involved in activities that develop creative thinking, problem solving, and appropriate social behavior. It provides students with the knowledge, skills, and fitness that will empower them to develop and maintain a healthy lifestyle. Students will have the opportunity to develop and improve their skills by actively participating in team sports (basketball, football, volleyball), gymnastics and combative. Students will learn these through instruction, observation, modeling and repetition.

### **5. HEALTH and HYGIENE**

1 Year    ½ Unit credit    1 Credit

The course will explain the importance of nutrition in the daily diet for personal well-being in order to live a healthy life. This course will teach the adverse effects for the abuse of alcohol, tobacco and other drugs. It will touch upon the subject of family planning and associated related responsibilities. In an effort to prevent the spread of communicable diseases, methods and practices used by individuals will be discussed and students will learn, while keeping the Islamic perspective in mind. Students will explore the essentials of personal hygiene by employing and learning appropriate methods and practices. Islam greatly encourages cleanliness. According to a hadith, "*Purity is half of faith.*" Similarly the Prophet of Islam (saws) once observed: "*God is clean and loves cleanliness.*" (Ibn Majah)

**1. VISUAL ARTS**

½ Year    ½ Unit credit    1 Credit

Studio Art is a foundation level course that incorporates the New York State Standards for art education. It will introduce and reinforce visual issues including line, color, texture, volume, value, perspective and composition. Through problem solving exercises and regular critiques, students acquire a wide-range of perceptual, technical and critical skills associated with 2-D art forms. The course will include field trips and numerous opportunities for students to display their artwork. Throughout the course, students will create and maintain a portfolio of their work.

**2. THEATRE**

½ Year    ½ Unit credit    1 Credit

Students acquire a background in various expressions and phases of dramatic arts within the context of Islamic theatre. Through plays, skits, and exercises demonstrating the conflict of good versus evil, 9<sup>th</sup> grade students are acquainted with the basics of acting, concentration, blocking, movement, and voice projection. The stage provides a medium by which the triumph of Islamic behaviors, morals, and intentions are reinforced and modeled in school productions.

**3. HOME ECONOMICS (CULINARY ARTS)**

1 Year    ½ Unit credit    1 Credit

Students will explore basic cooking and baking skills, as well as the relationship between food preparation and nutrition. In the foods laboratory, students work in small groups to develop planning, preparing, and evaluation skills. Product packaging, labeling, and advertising, catering projects, and garnishing will also be included. Students will span the globe, learn about many different countries, and understand the various ways of food preparation and seasoning. Students will appreciate how climate and geography affect different menus, and become familiar with different customs and festivals. *Course offered for both genders*

**4. CAREER CONNECTION**

1 Year    ½ Unit credit    1 Credit

Career Connections is a one-credit course that provides job search skills, career opportunities, employment preparation, communication techniques, leadership activities, and human relations. Students will learn practical business applications such as employee motivation, handling customer complaints, conflict resolution, and discrimination. A variety of life-skills will be addressed including, but not limited to, tax preparation, checkbook balancing, and lease agreements. Students will have the opportunity to explore careers, learn how to find and keep a job, and also how to balance a career and family in today's complex society. A personal career portfolio will be developed.

**5. SCIENTIFIC RESEARCH**

1 Year     ½ Unit credit     1 Credit

The course introduces data modeling, data integration, knowledge representation, and scientific workflow challenges and techniques with a focus on scientific applications. Students will conduct an in-depth research project and presents his or her findings using a variety of media. Two major components of the course are

- A technical report including sections for literature search, design, procedures, analysis of data, experimental results, conclusions, and future directions;
- An audio-visual presentation that is appropriate to the nature of the research and the type of audience.

**6. SPEECH/COMMUNICATION**

1 Year     ½ Unit credit     1 Credit

This course focuses on importance of communication competence in a variety of situations. Topics include verbal and nonverbal communication, listening, perception, self-concept, small group communication, public speaking, group roles, decision-making, leadership, power, and conflict management. Students will learn how to be more productive member of group by acquiring skills to enhance group interaction and how to become more informed and skillful communicators in diverse social world.

In addition, the course will focuses on art of interviewing in variety of contexts. Topics include types and uses of questions, common question pitfalls, listening, verbal and nonverbal communication.

**7. PRINCIPLES OF MANAGEMENT (COLLEGE CREDITS)**

1 Year     ½ Unit credit     1 Credit

This course is an introduction to the principles of management and their application in public and private, profit and non-profit organizations. The areas of employee motivation, group behavior, leadership, strategic planning, organizational design, and career opportunities represent a variety of subjects presented and discussed in the course.

Emphasis is on the research and techniques available to assist in the development of requisite management skills

**8. PRINCIPLES OF MARKETING (COLLEGE CREDITS)**

1 Year     ½ Unit credit     1 Credit

This course is designed to provide students with an introduction to marketing. The course focuses on basic understanding of marketing, the operation of marketing systems, the key marketing concepts, the role of marketing within organizations, and the role of marketing in society. Topics include evaluating market opportunities; buyer behavior; market segmentation, targeting, and positioning; market strategy and planning; development of marketing mix; and marketing organization and control.

### **9. INTRODUCTION TO JOURNALISM**

**1 Year     ½ Unit credit     1 Credit**

In Journalism, students will learn the ropes of newspaper publishing: its background and history, interviewing elements and skills, news, feature, sports, and editorial writing, photography, design and layout, and advertising. Expect to spend a significant amount of time writing.

Students will cover the following topics:

- History and Background of American Media
- Interviewing and profile pieces
- News and review writing
- Advertising
- AP Style and Current Event
- Feature Writing

### **10. COMMUNITY SERVICE**

**4 Years     1 Unit credit     2 Credit**

Students must complete 30 hours of community service at a non-profit organization within the academic year. Community service is a rewarding opportunity for personal growth, as the experience of helping the community promotes character development and compassion; and it is our religious duty to perform Sadaqa (charitable works).

Furthermore, volunteerism enhances a student's resume and increases the potential for top college placement and career marketability. Students may choose to volunteer in the fields of Islamic center support services, health services, mentoring and tutoring, senior companionship activities, ecology, pre-school and day-care activities, or recreation programs. Service hours must be documented and submission of a written report is required. This class is an elective.

### **Extracurricular Activities**

Albanian-American Club  
Anasheed Club  
Arab-American Club  
Bulletin Board Club  
Chess Club  
Debate Club  
Desi Club  
Diversity Club  
Hafiz Club  
Magazine Club  
Muslim Youth Club  
Peer Tutoring and Mentoring  
Ping Pong Club  
Student Council  
Web Development Club  
Yearbook Club

The establishment of a club is subject to student demand. Additional clubs may be requested.

#### Sports Teams

Boys Soccer  
Girls Basketball  
Karate

The establishment of sports teams requires adequate student enrollment.

**Proposed Elective Courses**

Accounting  
Auto Mechanics  
Business Ownership & Entrepreneurship  
Cinematography  
Economics  
Effective Communication/Speech  
Home Economics  
Independent Study  
Independent Writing  
International Cooking  
Journalism  
Management  
Marketing  
Media and Publishing  
Middle East Studies  
Personal Law  
Photography  
Psychology  
Qur'anic Arabic

Elective courses are subject to student demand and instructor availability. Additional electives may be requested.