HESCHEL

ABRAHAM JOSHUA HESCHEL DAY SCHOOL

Curriculum Guide

TRADITION CHARACTER COMMUNITY

קהילה מסורת אישיות

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ABRAHAM JOSHUA HESCHEL DAY SCHOOL

Mission Statement

Abraham Joshua Heschel Day School, a community Jewish day school, provides a rich dual-curricular education that encourages independent and critical thinking, lifelong learning, self-awareness, and compassion. In partnership with our families, we inspire our students to become active, dedicated, ethical, and informed citizens and leaders who are committed to Israel and the vitality of the Jewish people.

Welcome to Heschel!

This Curriculum Guide describes the content, goals, and philosophy of academic and extracurricular programs of Abraham Joshua Heschel Day School. Each class has been carefully designed to enable us to share our passion for learning with Heschel students.

Middle school is a time of transition, punctuated by dramatic physical, emotional, and intellectual changes, accompanied by leaps in independence. Seemingly overnight, a student's voice or height changes, interests emerge, friendships ebb and flow. Students proceed through these changes at their own pace; each day in middle school provides new experiences and learning opportunities.

What a Curriculum Guide cannot reflect is the part of the middle school experience that occurs "between the lines," in the daily interactions between teachers and students, in the hallways, and among the students themselves. As faculty, we are aware of the fragility and malleability of adolescents and our significance as role models in their healthy development.

What do we expect of this varied group of individuals? Not so much a discrete body of knowledge as an impact on values, personal identity, and sense of curiosity. Ultimately, the curriculum is a reflection of our mission, defining what we deem to be the best possible use of each student's time during these critical, formative years. You have entrusted us with your children, and we are cognizant of the privilege and responsibility that represents.

Sincerely,

The Abraham Joshua Heschel Day School Faculty

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TRANSITIONAL KINDERGARTEN (TK)

OVERVIEW

TK at Heschel is a student's first experience of being at an elementary school. Much time is spent on forming a classroom community and getting the children comfortable in their new surroundings. Through a project-based curriculum the children learn about and experience many different topics of study. Through a print-rich environment children are given the foundation they will need to grow as readers and writers. Children learn how to interact socially and are given many opportunities for creative play, both independently and with their peers. Children learn Hebrew in an interactive Hebrew-immersion environment, and also begin to explore and experience their Jewish heritage.

LANGUAGE ARTS

Learning Goals for Reading

In TK students develop a love of books. They develop a strong foundation of phonemic awareness.

- Acquire emergent reading skills
- Recognize and name the upper case and lower case letters in the alphabet
- Begin to understand the letter-sound relationship
- Understand sentence directionality, working left to right and top to bottom
- Comfortably look at books individually
- Produce rhyming words
- Discriminate syllables in words
- Know that books have a title, author, and illustrator

Learning Goals for Writing

By the end of TK students understand that their thoughts can be represented through pictures and written words.

- Write one's name independently
- Be introduced to the formation of capital letters
- Begin to hold a writing instrument with appropriate grip
- Begin to express thoughts through pictures
- Begin to generate ideas for writing through student dictation

Learning Goals for Listening and Speaking

In TK the goal is for each child to continue his/her path of language acquisition and to nurture his/her emerging language skills and knowledge. Children develop language skills and

increase vocabulary through exposure to stories, rhymes, poetry, song and conversation with peers and adults.

- Engage in active listening activities
- Listen attentively without interrupting or distracting others
- Predict outcomes and draw appropriate conclusions
- Be able to follow simple oral directions
- Begin to speak in front of a group
- Be able to retell a story in sequential order
- Begin to create oral stories that correspond to illustrations that they have drawn
- Begin to tell a story based on personal experience or imagination
- Begin to ask questions to increase understanding
- Begin to express one's own feelings, needs, and opinions with a complete thought
- Begin to use appropriate vocabulary in various dramatic play situations
- Begin to use appropriate language to solve interpersonal problems

MATHEMATICS

In TK students build a foundation of basic understanding of mathematical concepts through hands-on experiences.

Learning Goals for Math

Number Sense and Operations

- Count to 10 (many will learn to count to 100)
- Recognize numbers to 30
- Understand number values up to 10
- Begin to count by 5's and 10's
- Be able to use one-to-one correspondence
- Begin to identify pennies, nickels, dimes, and quarters
- Begin to develop an understanding of more and less

Algebra and Functions

- Identify, sort, and classify objects by attributes and identify objects that do not belong to that group
- Recognize simple patterns; copy and extend them using manipulatives

Geometry and Measurement

- Begin to sort by color, shape and size
- Begin to put together simple puzzles
- Begin to understand simple measurements through cooking
- Begin to measure time, understanding yesterday, today, tomorrow, days, months, years, morning, afternoon, and evening

- Begin to compare various weights
- Begin to recognize simple attributes of shapes, color, and size to include circle, triangle, square, rectangle, diamond, and ellipse

Statistics, Data and Probability

- Learn to collect information about objects and events in their environment and record results using objects, pictures and picture graphs
- Begin to describe graphs and make interpretive statements about them

Problem Solving

- Begin to make decisions on how to solve a problem by choosing appropriate materials and thinking about strategies
- Talk about their thinking process and explain their approaches in dialog with a teacher or in discussion with another student

SOCIAL STUDIES

In TK we begin the year by getting to know ourselves, and the other children in our class. We then move onto an involved study of family. We spend the second half of the year meeting each other's families and creating a meaningful classroom community. We use project-based curriculum to study a number of other topics throughout the year; the children guide the way as we decide together what we will learn and where the topic will take us.

Units

- Self Study
- Family Study
- Holidays - Thanksgiving, Martin Luther King Jr. Day, Abraham Joshua Heschel's Birthday, President's Day
- Project *Chesed*/Community Service- Beit Issie Shapiro - We are all created in the image of God (*Batzelem Elohim*)
- Environment Study - Reduce, Reuse, Recycle
- Variety of Project-Based Units

Learning Goals for Social Studies

- Develop self-awareness and interpersonal relationship skills.
- Develop an awareness of family and family traditions.
- Understand that there are different kinds of families.
- Develop an awareness of environmental issues.
- Begin to understand the reason we celebrate holidays and the traditions we follow.
- Begin to learn about children who are different from themselves, and see the value in all human beings.

JUDAIC STUDIES

In TK, students are introduced to the *Torah* and to Jewish holidays. Students have an opportunity to explore and experience Judaism in a hands-on fashion. Students are also introduced to the basic *keva* of weekly prayer services and special *brachot* for holidays. More important than simple exposure to concepts, the goal of Judaic studies in TK is affective: for students to develop a love for God, their Jewish community, *Torah*, and Israel. Students begin to understand the importance of *mitzvot*, and learn to be active participants in their Jewish community.

Learning Goals for Judaic Studies

- Actively listen to and understand the Story of Creation, David and Goliath, and *Shimshon HaGibor*
- Recite the basic blessings for the holidays throughout the Jewish calendar
- Learn the narratives for the holidays of *Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Tu B'Shvat, Purim, Pesach, Lag B'Omer* and *Shavuot*
- "Experience" a journey to Israel through an El Al Airlines simulation, when they study and celebrate *Yom Ha'atzmaut*
- Collect *Tzedakah* to support our Project *Chesed*

Field Trips

- Field trip to the LA Zoo (Creation)
- Field trip to the Underwood Farm (*Shavuot*)
- Field trip to Van Nuys Airport to visit a plane (Israel Trip)

HEBREW

In our TK class, students are taught conversational Hebrew in an immersion approach to foreign language acquisition, using the *Nitzanim* (Buds) curriculum. Students learn about topics such as morning routines and activities, nature, professions, the seasons and the Jewish Holidays. We utilize a wide range of engaging and experiential activities such as games, songs, art, drama, baking, and dance which provide our students with a lively and exciting Hebrew language learning experience.

Learning Goals for Speaking and Listening (Based on ACTFL Hebrew Proficiency Guidelines)

- Sing simple songs and rhymes connected with familiar topics, such as: the seasons, the weather, the Jewish holidays, morning and night routines, colors, numbers, food
- Describe the weather outside, using memorized phrases and words such as: (נאה) nice, rain, clouds, snow and lightning. For example: It is nice outside (נאה בחוץ)
- Name some items in the classroom (e.g. pencil, scissors, glue, colors, markers), the days of the week, some colors (e.g. red, blue, white, yellow), numbers from 1-10
- Name some family members (e.g. mother, father, brother, sister, grandfather, grandmother) and animals (e.g. dog, cat, mouse, bird, butterfly, horse, lion, elephant).

- Recognize isolated words and memorized utterances from learned passages like short stories, simple poems and songs that are supported by pictures and gestures

ART

In TK, students explore a variety of materials, techniques and artworks. They are introduced to open-ended projects and provided the opportunity to explore elements of art, artists and different techniques. Students are introduced to perceptual skills and vocabulary. They are presented artistic processes and skills, using a variety of media. They examine the role and development of art, specific artists, techniques, styles, materials and their own creative expression. Students apply what they learn in the visual arts across various subject areas. Areas include Judaic Studies (Sukkot and Hanukkah), Math (patterns), Observational Studies (Self-Portraits), and Language Arts (Writer's Workshop and Dictation). The TK Art program is an explorative experience.

Learning Goals for Art

- Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel
- Identify colors by name
- Create patterns and three-dimensional arrangements
- Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay to create works of art)
- Experiment with colors through the use of a variety of drawing materials and paints.
- Use colors to draw or paint a picture of everyday objects
- Create a three-dimensional form
- Discuss art objects from various places and times
- Create visual patterns (e.g., line, line, dot; line, line, dot) to beats found in music
- Discuss how art is used to illustrate stories

Books:

- "Harold and the Purple Crayon" by Crockett Johnson
- "The Very Hungry Caterpillar" by Eric Carle

MUSIC

In Transitional Kindergarten, students are able to express themselves as developing musicians by singing, playing instruments, and moving. They learn secular and Judaic songs with a global influence, and combine their Jewish roots with the art of contemporary music.

Learning Goals for Music

- Use the voice to speak, chant, and sing
- Use icons to represent musical sounds
- Listen to examples of music from various genres and cultures, and respond to dynamics and tempo through body movement

- Sing a varied repertoire of music in a developmentally appropriate range
- Improvise simple accompaniments using body percussion, African hand drums, and classroom percussion
- Develop problem-solving skills and learn to cooperate with their peers to reach a common goal, by participating freely in music activities and singing games
- Participate in *Tefilah* services and learn Jewish Holiday songs.
- Learn the culture by sinGing traditional, Israeli and contemporary melodies

LIBRARY

In Transitional Kindergarten, students develop effective listening skills during story time. They learn print awareness, such as tracking orientation, as well as the meaning of title, author, and illustrator. In addition, the children participate in various activities, such as illustrating a favorite part of the "story time" book. They learn proper care and handling of books, and appropriate library behavior. A portion of the session is set aside for book selection. Children are directed to the "E" or picture book section where they select a book that they take back to a special library basket in the classroom. Students act as "Library Assistants" when they return the books to the library shelves.

KINDERGARTEN

OVERVIEW

In Kindergarten, students learn the functional reading and language arts skills that set them on the path to become lifelong readers, writers, and effective communicators. Students develop basic mathematical skills, conceptual understandings, and reasoning and problem solving abilities. They explore the meaning of good citizenship by learning about rules, working together, and the basic idea of government. They work collaboratively to complete tasks by practicing conflict resolution and taking personal responsibility. The curriculum builds on the student's present or prior knowledge of family and community to develop an expanding sense of one's place within the world. Through an integrated curriculum that incorporates several subject areas, as well as Hebrew and Judaic Studies, children apply their emerging skills in a meaningful way.

LANGUAGE ARTS

In Kindergarten, students learn the foundational reading and English Language Arts skills that set them on the path to become lifelong readers, writers, and effective communicators. Reading is the most important skill that students develop during their early academic years, and kindergarten through grade three is the optimal period of time for such learning. Students also learn academic language in context while reading, writing, listening, and engaging in discussions about books and grade-level topics.

Reading

In Kindergarten a primary focus of language arts instruction is helping students make sense of the alphabet and its role in reading. It is critical that students develop phonemic awareness so they can move on to decoding words; students acquire the reading readiness skills they need to become conventional readers. They begin to develop skills to comprehend and analyze what they are reading.

Learning Goals for Reading

- Recognize and name all uppercase and lowercase letters of the alphabet
- Become adept at sound letter correspondence
- Recognize the alphabet out of sequence
- Follow words from left to right and top to bottom on the printed page
- Understand that books provide information
- Distinguish letters from words
- Develop phonemic awareness
- Count the number of syllables in words
- Recognize that sentences in print are made up of separate words
- Blend the onset and rhyme of one-syllable words

- Blend vowel-consonant sounds orally to make words
- Read simple one-syllable words and high frequency words (i.e., sight words)
- Segment words into individual sounds
- Identify and produce rhyming words in response to an oral prompt
- Develop reading comprehension
- Use pictures and context to make predictions about story content
- Use meaning and other strategies to aid in tracking print
- Compare and contrast stories
- Recognize patterns in stories
- Identify types of everyday print materials
- Learn punctuation (i.e., exclamation point, period, etc.)
- Read one's own writing
- Identify the front cover, back cover, and title pages of a book
- Recite short poems, rhymes, and songs
- Identify as a writer and understand what good writers do!

Writing

Kindergarten students begin to develop writing skills by using a combination of drawing, dictation, and writing to compose informative explanatory texts, opinion pieces, and loosely linked events in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, they learn to use inventive spelling to write stories about their own lives (Writer's Workshop). Children are able to progress at their own pace.

Learning Goals for Writing

- Segment words into individual sounds
- Write by moving from left to right and from top to bottom
- Learn conventions of print (i.e., exclamation point, period, etc.)
- Use inventive spelling to tell a story
- Use proper formation of upper case letters and recognize proper formation of lower case
- Use correct spelling of simple sight words
- Identify oneself as a writer and understand what good writers do
- Introduce walking stories across fingers (sequencing)
- Practice interactive writing

Listening and Speaking

Kindergarten students develop skills in speaking and listening through discussions with peers and adults. In both writing and speaking, students learn the conventions of English. They are able to speak audibly and express thoughts, feelings, and ideas clearly.

Learning Goals for Listening and Speaking

- Follow agreed upon rules for discussions
- Learning to ask and answer questions
- Learning the difference between a question and a comment
- Learning how to seek help
- Tell the events of a story in sequence
- Speak in front of a group in complete and coherent sentences
- Recite short poems, rhymes, and songs
- Follow simple directions
- Participate in dramatization of stories
- Learning to perform in front of an audience
- Learn to demonstrate respectful listening
- Further developing the use of morning meeting to promote positive communication skills
- Solve academic and social problems through discussion, role modeling by teachers, and interactive modeling

MATHEMATICS

In Kindergarten, students understand the relationship between numbers and quantities and connect counting to cardinality. They understand the beginning concepts of addition and subtraction and gain foundations for place value. They classify objects, describe and compare measurable attributes, and identify, analyze, and compare shapes. In order to gain a full understanding of number concepts, children learn by using math manipulatives, objects in their environment, and themselves. By playing math games with a partner, children learn by having fun, and subsequently develop a positive attitude towards mathematics.

Learning Goals for Math

- Understand the relationship of numbers and quantities
- Demonstrate an understanding of one-one correspondence.
- Count, recognize, represent, name, and order a number of object
- Understand number and operations in base ten (beginning concepts of place value)
- Recognize numbers 0-20 out of sequence
- Count numbers 0-20
- Write numbers from 0-20 in proper formation
- Understand that the number of objects is the same regardless of the way they are arranged or the order in which they are counted
- Introduce counting to 100 by ones and tens
- Skip counting by two's, fives, and tense.
- Identify and describe basic geometric shapes (i.e., squares, circles, triangles, rectangles, hexagons, trapezoids, diamonds, and cubes)
- Recognize patterns (i.e. ABAB, AABAAB, etc.) and be able to describe them in a variety of ways

- Understand the concept of symmetry
- Sort and classify objects
- Use estimation
- Understand simple graphs
- Compare objects with measurable attributes (such as length or weight) to see which object is longer, shorter, lighter, heavier, or in general have "more of"/ "less of" an attribute
- Continue to understand simple measurements through cooking and baking
- Demonstrate a beginning understanding of odd and even numbers
- Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, before, and after) and tools that measure time (i.e. clock, calendar)
- Demonstrate an understanding of greater, less than, and equal
- Understand the beginning concepts of money (i.e., penny, nickel, dime, and quarter)
- Understand the beginning concepts of addition and subtraction (i.e. addition as putting together and adding to, and subtraction as taking apart and taking from)
- Understand Venn Diagrams
- Identify time to the nearest hour (e.g. lunch time is 12 o'clock, etc.), introduce time to the half hour
- Recognize and read a tally
- Use deductive reasoning for problem solving

SOCIAL STUDIES

In Kindergarten, students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. They explore the meaning of good citizenship by learning about rules, working together, and the basic idea of government. They learn about people, in history and today, who exhibit honesty, courage, determination, individual responsibility, and patriotism. Students match simple descriptions of work that people do and the names of related jobs in school and in the local community. Kindergarten Project *Chesed* is a partnership with local Fire Station 87. Students learn about safety and protection by visiting and supporting our firefighters who are such important members of our community.

Units

- Classroom Community
- School Community
- Our Family and Community and the celebrations we share
- Neighborhood Community (places in the community upon which we depend for goods and services)

Tikkun Olam

- Abraham Joshua Heschel
- Martin Luther King Jr.
- Project *Chesed* - Fire Station 87

Learning Goals for Social Studies

- Understand the definition of "community" and what it means to belong to a community
- Understand the concept of "teamwork" and working together to get what we need
- Change the Dramatic Play or Block Area to correspond with curriculum unit (e.g. grocery store, shoe store, doctor's office, etc.)
- Develop empathy towards others
- Understand that being a good citizen involves acting in certain ways: following rules, sharing, taking turns and knowing that there are consequences for breaking rules
- Resolve conflicts verbally; to respectfully listen to others, and to be safe
- Identify the differences and similarities in others and to respect them
- Develop a sense of responsibility to others not just to ourselves
- Understand the meaning of tolerance
- Develop appreciation and respect for those who came before us - develop historical empathy for how people lived, what they built, and what they fought for.
- Show appreciation for the school workers in our community and learn about their jobs.
- Understand our responsibility for preserving our environment.
- Develop an awareness of family and family traditions.
- Continue to develop self-awareness and interpersonal relationship skills.

SCIENCE

In Kindergarten, the Science program builds upon students' innate curiosity and gives them the time, skills, and structures to formulate and investigate their questions. Most children are natural scientists–they enjoy exploring, asking questions, playing with new objects, experimenting with different senses, observing, and using inventions to solve problems. Students engage in hands-on activities and games that help develop skills and teach students scientific concepts and vocabulary. Kindergarteners use their senses of sight, sound, and touch to investigate a variety of objects and learn how to classify, compare, and sort them. They study of the properties of matter and its transformation, and observe and describe different types of plants and animals

Learning Goals for Science

Physical Science

- Investigate various objects by using the senses of sight, sound and touch, and sort according to objects' physical properties
- Compare objects on the basis of characteristics and physical properties
- Make predictions about what will happen under different conditions based upon observations and related information, rather than random guesses.
- Expand vocabulary by learning appropriate grade-level scientific terms, such as *freezing, melting, heating, dissolving*, and *evaporating*

Life Science

- Study the major structures of living things and the need of all plants and animals for air, food, and water to order to grow and be healthy
- Learn that most animals move from place to place, which helps them find food, while plants are usually rooted in one place and must obtain their nutrients and energy from the surrounding air, soil, water, and sunlight.
- Study the parts of the human body and their functions, and how the human body is like a community
- Explore the effects of the changing seasons on the flora and fauna, harvesting, and hibernation.
- Use senses to observe surroundings, and describe their observations.

Earth Science

- Study the characteristics of land, air, and water and the use of earth's resources in everyday life
- Compare and contrast the features of rivers and oceans, mountains and deserts, and hills and valleys (landforms).
- Observe and record weather changes over periods of days, weeks, and months
- Observe the effect of changing weather conditions (such as rain, wind, and temperature) on the land and living organisms

JUDAIC STUDIES

In Kindergarten, students acquire a deeper understanding of stories from the *Torah* and begin to grapple with the moral messages. Students continue to explore and experience Judaism in a hands-on way. Students continue to practice weekly prayer services as well as special *brachot* (blessings) for holidays. The aim of Judaic Studies in Kindergarten is to move from exposure to

comprehension of concepts; we retell the stories of the Jewish people as we move from holiday to holiday.

***Chaggim* (Holidays)**

Holidays are studied and celebrated throughout the Jewish calendar year, incorporating art, drama, and music. Students learn about and participate in the rituals and customs of each specific holiday, and learn the prayers connected to the holidays.

***TaNaKH* (Bible)**

Unit 1: Abraham, Sarah, and the Three Guests (*Hachnasat Orchim*)

Unit 2: Noah's Ark

Tefilah (Prayer)

Tefilah is taught in Judaic Studies. Students begin to learn key foundational prayers. They learn to find connections between the values inherent in the *tefilah* and their daily lives. They learn to recognize and sing the tune (*niggun)* of prayers and to follow along with the words of prayer. We create opportunities for students to feel comfortable praying in a synagogue and to be connected to the Jewish people. In Kindergarten students learn *Brachot* (Blessings), *Birkat Hamazon*, (prayer of thanks for food), and the *Modeh Ani* (I am grateful), and are introduced to prayers and order of the *Shabbat* service.

Field Trips

- Field Trip to mail Rosh Hashanah greeting cards
- Field trip to Zimmer Children's Museum (Community)
- Field trip to Skirball Museum (Noah's Ark Exhibit)

Learning Goals for Judaic Studies

- Understand the story of Abraham, Sarah, and the three guests.
- Understand the relationship between the characters and the pivotal role God plays through the angels
- Engage in creative thinking while processing the complexity of the narrative, and suggest alternative scenarios
- Understand the story of Noah's Ark and explore the difference between good and bad
- Develop ideas and opinions about peace
- Learn to recite basic blessings for the holidays
- Become familiar with the narratives for the holidays of *Rosh Hashanah, Yom Kippur*, *Sukkot, Hanukkah, Tu B'Shvat, Purim, Pesach, Lag B'Omer* and *Shavuot*
- Practice the value of *Hachnasat Orchim* (Hospitality) by building a tent and inviting in guests
- Understand the value of community

HEBREW

In Kindergarten, the Hebrew curriculum aims to imbue students with a love of Hebrew and a sound basis of the language. Students learn in an engaging and communicative Hebrew immersion environment. Learning is reinforced with games, songs, art projects, drama, cooking and hands-on activities. The curriculum is comprised of thematic units, based on everyday topics and includes the Jewish holidays. The curriculum is called *"Chalav U'dvash"* (Milk and Honey), which provides systematic language instruction, focusing on the linguistic patterns that are the foundation of the language. While reading and writing skills are not emphasized, the Hebrew alphabet is introduced.

Learning Goals for Speaking and Writing (Based on ACTFL Hebrew Proficiency Guidelines)

- Express necessity and need with some memorized utterances (e.g. "I want to go to the bathroom")
- Supply one word answers to some questions about themselves and things they like (e.g. "What is your name?", "What color/food do you like?", "What are you wearing?")
- Name familiar people and objects, such as family members, animals, food classroom objects.
- Sing and recite familiar Israeli songs and poems
- Name the days of the week, identify seasons and the weather
- Count from 1-10
- Write their first names in Hebrew (Block Letters)
- Understand directionality of Hebrew (Right to left)

Learning Goals for Reading and Listening

- Identify most of the Hebrew letters and read the beginning letter in some words
- Comprehend and respond to simple formulaic questions about familiar topics (e.g. "What is the weather today?")
- Demonstrate comprehension of limited vocabulary (e.g. colors, objects, people, and verbs).
- Comprehend simple instructions (e.g. Sit down, stand up)
- Comprehend simple greetings (e.g. Good morning, thank you)

ART

In Kindergarten students explore creating art with line, shape, texture, form and new materials. They build on their skills of color mixing, sculpture, and observational drawing. Children expand their perceptual skills and artistic vocabulary. They are introduced to new materials and techniques. They analyze art elements and principles of design as well as examine the skills,

processes, materials, and tools of the art room. They focus on artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Students apply what they learn in the visual arts across the curriculum, in Judaic Studies (*Sukkot* and *Hanukkah*), Math (patterns), Social Studies (Shoe Project), Language Arts (Writer's Workshop) and Observational Studies (Self-Portraits).

Learning Goals for Art

- Recognize and describe simple patterns found in the environment and works of art
- Name art materials (e.g., clay, paint, crayons) introduced in lessons
- Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form
- Look at and discuss works of art from a variety of times and places
- Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used
- Describe what is seen (including both literal and expressive content) in selected works of art
- Point out images (e.g., photographs, paintings, murals, ceramics, and sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons
- Use lines, shapes/forms, and colors to make patterns
- Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction
- Make a collage with cut or torn paper shapes/forms
- Use geometric shapes/forms (circle, triangle, and square) in a work of art
- Create a three-dimensional form, such as a real or imaginary animal
- Discuss their works of art, using appropriate art vocabulary texture)
- Discuss how and why they made a specific work of art
- Give reasons why they like a particular work of art they made, using appropriate art vocabulary
- Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat dance/movement sequences

MUSIC

In Kindergarten, students express themselves as developing musicians by singing, playing instruments, and moving. Students become aware of music in their daily experience and learn about music from various cultures. They learn secular and Judaic songs and combine their Jewish roots with the art of contemporary music. Creating movements in response to music helps students connect to dance and discern variations in rhythm, tempo, and dynamics.

Learning Goals for Music

- Echo short melodic patterns
- Use icons to represent beat

- Listen to examples from various genres and cultures and be able to identify basic music elements (high/low, fast/slow, loud/soft)
- Sing a varied repertoire of music in a developmentally appropriate range
- Create accompaniments using body percussion, African hand drums, and classroom percussion
- Develop problem-solving skills and learn to cooperate with their peers in reaching a common goal through simple songs and singing games from various cultures
- Participate in *Tefilah* services and Judaic Holidays singing prayers, and singing traditional Israeli and contemporary melodies
- Reinforce the Jewish culture through a love for Judaic music

PHYSICAL EDUCATION

Kindergarten students meet for Physical Education (PE) in order to enjoy movement, challenges and fitness activities that set the tone for their elementary experience. At the very onset of the program Kindergarten students are introduced to the basic concepts of anatomy and physiology as they relate to new movement challenges. Children learn to work independently and self-challenge, and to share with others in the group according to the activity of the day.

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Examples:

Movement Concepts - Travel forward and sideways while changing direction quickly in response to a signal.

Body Management - Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object

Locomotor Movement - Travel in straight, curved, and zigzag pathways

Manipulative Skills - Strike a stationary ball with the hands, arms, and feet. Toss a ball to oneself, and catch it before it bounces twice

Rhythmic Skills - Perform locomotor and non-locomotor movements to a steady beat. Clap in time to a simple, rhythmic beat

2. **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Movement Concepts - Identify and independently use personal space, general space, and boundaries and discuss why they are important

Body Management - Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes

Locomotor Movement - Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop

Manipulative Skills - Explain the role of the eyes when striking objects with the hands, arms, and feet. Identify the point of contact for kicking a ball in a straight line

3. **Students assess and maintain a level of physical fitness to improve health and performance.**

Fitness Concepts - Participate in physical activities that are enjoyable and challenging

Aerobic Capacity - Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate

Flexibility - Stretch shoulders, legs, arms, and back without bouncing

Body Composition - Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity

4. **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Fitness Concepts - Describe the role of water as an essential nutrient for the body. Explain that nutritious food provides energy for physical activity

Aerobic Capacity - Identify the location of the heart and explain that it is a muscle. Explain that physical activity increases the heart rate

Muscular Strength/Endurance - Explain that strong muscles help the body to climb, hang, push, and pull. Describe the role of muscles in moving the bones

Flexibility - Identify the body part involved when stretching

Body Composition - Explain that the body is composed of bones, organs, fat, and other tissues

5. **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

Self-Responsibility - Identify the feelings that result from participation in physical activity. Participate willingly in physical activities

Social Interaction - Demonstrate the characteristics of sharing in a physical activity. Describe how positive social interaction can make physical activity with others more fun

Group Dynamics - Participate as a leader and a follower during physical activities

TECHNOLOGY

The Technology curriculum incorporates the basic skills that lay the foundation for creativity and innovation, and communication and collaboration. Students learn research and information fluency, critical thinking, problem solving, and decision making.

Learning Goals for Technology in Kindergarten

- Gain awareness of general hardware, peripherals and network
- Learn about and use safe practices when accessing online technology
- Learn to access software and basic functions of the operating system
- Recognize and locate letters and numbers on keyboard.
- Begin keyboarding practice
- Begin to digitally communicate ideas and stories
- Learn digital painting software to create original works using various tools
- Create graphic organizers

LIBRARY

In Kindergarten, students are introduced to books that correlate to the letter of the week being taught in the classroom. At each visit, a book emphasizing the weekly letter is read to the children. After the reading, students participate in activities that reinforce letter recognition and phonemic awareness. Students are able to relate the events of the story in sequence. Students understand that books are housed in special order in libraries. They are able to identify spine, cover, title, author, and illustrator. In addition, the students practice returning books to their correct places.

FIRST GRADE

OVERVIEW

First Grade is a time when children begin a major transition in their intellectual development, as they begin to approach the world more logically. It is a key year in terms of social, emotional, and academic growth. Students continue to develop their communication skills as they engage with peers and adults in collaborative conversations. Curiosity, imagination, and enthusiasm are very well developed at this point in a child's life. It is a critical year for forming good work habits and a positive attitude towards learning.

Literacy and numeracy development are at the core of the first grade curriculum, with intentional daily practice of reading, writing and math skills. Science, social studies, art, music, and technology, are integrated in cross-curricular activities throughout their day. Students study Hebrew and Judaic Studies every day, and it is the year in which they receive their own *siddur*. They are introduced to stories in the *TaNaKH* and learn about the main characters, their struggles and their triumphs, and through *midrashim* learn to interpret and look for deeper meaning

In First Grade students' understanding and awareness of the world around them grow as they study and explore the concept of community. The First Grade Project *Chesed* is based on the value - "Do not separate yourself from the community" and students partner with The Children's Hunger Fund, learning about the work they do and supporting their program. It is also an opportunity for our partner to learn about Abraham Joshua Heschel, our school and our values.

LANGUAGE ARTS

By the end of first grade students will be able to read and write more independently. Students should demonstrate grade level proficiency in reading and have the ability to decode and recognize increasingly complex words accurately and automatically. Students increase their academic and content-specific vocabulary by reading a variety of literature and informational texts. As they learn to write for different purposes, they apply their growing knowledge of language structures and conventions.

Learning Goals for Reading

- Decode new words
- Recognize and form compound words
- Recognize and form contractions
- Recognize word families (rhyming words)
- Identify the number of syllables in words
- Alphabetize words by the first letter
- Locate words in the "primary dictionary"

- Build vocabulary through synonyms, antonyms, homonyms, and sight words
- Read a story orally, pausing appropriately for punctuation (with expression)
- Demonstrate comprehension through retelling details of a story and sequence of events
- Identify basic elements of a story (main idea, characters, setting, plot)
- Make predictions about events/characters in a story
- Identify parts of a book (table of contents, author, illustrator, glossary)
- Develop an understanding of the different genres within literature

Learning Goals for Writing

- Write complete sentences, beginning with capital letters and ending with appropriate punctuation
- Write to a specific topic - biographical, non-fiction, question/answer, personal narrative
- Edit own work, checking for proper spelling and punctuation
- Tell a story in proper sequence
- Learn introductory research skills using non-fiction topics
- Contribute writing for Class Books

Learning Goals for Listening and Speaking

- Read a story out loud, pausing appropriately for punctuation (with expression)
- Demonstrate comprehension through retelling details of a story and sequence of events
- Speak in complete, coherent sentences
- Listen attentively
- Ask questions for clarification and understanding
- Give, restate, and follow simple two-step directions
- Stay on the topic when speaking
- Use descriptive words when speaking about people, places, things, and events
- Retell the story by answering *who, what, when, where, why,* and *how* questions
- Relate an important life event or personal experience in a simple sequence
- Provide descriptions with careful attention to sensory detail

MATHEMATICS

By the end of First Grade, students will be more proficient in basic computational skills and procedures and conceptual understandings, and more adept at problem solving. The curriculum is designed to encourage students to explore math in real world surroundings and see the relevance of mathematics in their everyday lives. Through exploration and games, students will discover patterns and develop skills. Classroom learning is filled with opportunities to explore math in a hands-on environment. Lessons are differentiated to support the diverse abilities of students and include critical thinking activities to extend, enrich, and challenge students who are ready for deeper understanding of math concepts.

Learning Goals for Math

Number Sense and Operations

- Count, read, and write whole numbers 0-100
- Compare numbers and use appropriate symbols for greater than, less than, and equal to (<, >, =)
- Correctly sequence numbers from 1 – 100 and the corresponding values in terms of tens and ones
- Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)
- Make reasonable estimates when comparing larger or smaller numbers
- Identify one more and one less than and 10 more than and 10 less than a given number
- Introduce equations with sums from 0 – 20 and minuends to 20
- Compare and compute basic facts in horizontal and vertical forms
- Identify and create number sentences for various fact families (e.g. 3, 4, 7 – 3= 4, 4+3 = 7 etc.)
- Count using ordinal numbers
- Reinforce concept of even and odd numbers
- Skip count by 2s, 5s, and 10s to 100
- Identify and know the value of coins and show different combinations that equal the same value

Algebra and Functions

- Write and solve number sentences from problem situations that express relationships involving addition and subtraction
- Understand the meaning of the symbols +, -, =, <, >
- Recognize, describe, create, and extend patterns

Geometry and Measurement

- Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit
- Group/compare objects according to similar attributes (color, shape, size, texture, number of corners, and depth) and explain which attributes are being used for classification
- Tell time (on the hour and half hour, duration of time e.g. days, weeks, months)
- Understand the concept of measurement using standard (ruler) and non-standard units (unifix cubes, a child's foot)
- Identify, describe, and compare triangles, rectangles, squares, and circles
- Understand the concept fractions (e.g. whole, one-half, one-third, one-fourth)
- Arrange and describe objects in space by proximity, position, and direction (e.g. near, far, below, above, up, down, behind, in front of, next to, left or right of)

Statistics, Data and Probability

- Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape)
- Introduce graphing (e.g. use ordered pairs to locate positions on a grid)
- Record information onto a graph and discuss orally data that has been provided on the graph
- Sort objects and data by common attributes and describe the categories
- Represent and compare data (e.g. largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs

Problem Solving

- Solve basic word problems (e.g. whether a problem requires addition or subtraction for its solution and writing the appropriate number sentence)
- Use a variety of strategies, like estimation, and tools, like manipulatives, to help solve problems

SOCIAL STUDIES

In First Grade students' understanding and awareness of the world around them grow as they study and explore the concept of *community*. They are ready to learn more about the world they live in and about their responsibilities to other people. Students understand the common features within a community, and they are able to compare and contrast the everyday lives and cultures of different people around the world. They will develop an understanding of the ways in which all people meet their basic needs such as food and shelter. Additionally, students are exposed to the art, recreation, and literature of many different cultures.

Units

- Mapping
- My Place in the World
- Children Around the World

Learning Goals for Social Studies

- Understand the need for rules in a community
- Problem solve and cooperate with peers in planning individual and group work
- Recognize that many neighborhoods make up a community
- Research and understand the interdependence of people within a community
- Recognize common features and customs within a community
- Recognize the seven continents
- Understand the relationship between continent, country, state, and city
- Compare and contrast our lives and community to the past (Native Americans, Pilgrims)
- Compare/contrast the everyday lives and cultures of different people around the world (Italy, China, Mexico, Australia, Kenya, Brazil)

- Celebrate and deepen knowledge of the life and teachings of Abraham Joshua Heschel and relate these concepts to their lives
- Celebrate and deepen knowledge of national holidays (Martin Luther King Jr., Presidents' Day etc.)
- Learn mapping skills (directional skills, cardinal directions, map key)
- Make connections between Judaic and General Studies holidays e.g. *Sukkot* and Thanksgiving, *Tu B'Shvat* and Earth Day

SCIENCE

Learning Goals for Science

The goal of the elementary science curriculum is to provide foundational science skills and knowledge by the early introduction of science facts and terms. Investigation and experimentation allow students to make a concrete association between science and the study of nature as well as provide them with many opportunities to take measurements and use their mathematical knowledge. The curriculum helps develop students' scientific reasoning and problem-solving skills and contributes to their conceptual understanding of the world and sensitivity to living things.

Physical Science

Students learn that materials come in different forms (states), including solids, liquids, and gases.

- Students study the general differences and similarities between properties common to all solids, liquids, and gases.
- Students understand that the properties of substances can change when they are mixed, cooled, or heated.

Life Science

The Life Science curriculum focuses on the habitats that living organisms need to survive.

- Students learn how plants and animals live in different environments and meet their needs in different ways.
- Students observe and describe similarities and differences in the appearance and behavior of plants and animals.
- Students learn that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Earth Science

Students learn that each season has its own predictable range and trends of weather conditions.

- Students learn that weather can be observed, measured, and described.

- Students learn how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- Students learn that the sun warms the land, air, and water.

JUDAIC STUDIES

Bible Studies (*TaNaKH)*

In First Grade students are introduced to Biblical characters and the situations in which they found themselves. Through the stories, students learn to identify the characters' strengths and weaknesses. We begin our unit with the concept of "wondering" and through Biblical stories and *midrashim* we experience the adventures and journeys of our forefathers.

Students learn the structure of the *TaNaKH* and are engaged in activities that help them discover how our ancestors lived long ago.

Prayer (*Tefilah*)

In our Judaic Studies class we take time to learn key foundational prayers. Students begin to understand the deeper meaning and develop personal connections to the *tefilot*. They learn to make connections between the values inherent in the *tefilah* and their daily lives. Students are introduced to the correct pronunciation of prayers. They learn to recognize and sing the tune (*niggun)* of prayers and to follow along or track the words of prayer. We create opportunities for students to feel comfortable praying in a synagogue and to be connected to the Jewish people.

Beginning with the daily blessings, students also learn *Birkat Hamazon*, the *Shema* and *Ve'ahavta,* the first three blessings of the *Amidah*, and parts of the evening service for *Shabbat*. Our studies culminate in our *Siddur* Ceremony when students receive their own *siddur* and participate in a student-led *Shabbat* service.

Holidays (*Chaggim*)

Students learn key values and concepts, customs, special *Brachot* (blessings) and deeper meanings of the Jewish holidays. Students learn to identify the significance of each holiday, its historic background and customs, traditions, laws and traditional foods. Students learn to recite related prayers and blessings and to sing holiday songs. A key goal is for students to understand the historical connection and the significance of the holiday for our lives today.

HEBREW

In First Grade, students learn Hebrew language using the *TaL AM* curriculum, utilizing an immersion approach, and based on the principles of communicative language acquisition. The program creates a visual and auditory Hebrew classroom environment where students practice speaking, understand directions, respond to questions, comprehend short stories, and develop their writing proficiency, all in Hebrew. Heritage Hebrew speakers study together in a separate group designed to accelerate their acquisition of Hebrew reading and writing.

Learning Goals for Speaking and Listening (Based on ACTFL Hebrew Proficiency Guidelines)

- Supply a response to a simple question about familiar topics in their immediate surroundings (e.g. the classroom, Jewish holidays, family, food animals and the weather), using simple sentence phrases mostly in the Present Tense
- Name and identify some colors, objects, numbers (from 1-30), days of the week and the Jewish month
- Introduce themselves, classmates, and immediate family members (e.g. mother, father, brother, sister, grandfather, grandmother)
- Respond orally and in writing to simple knowledge questions about a familiar short story, using isolated words and short formulaic sentences
- Understand high frequency commands ('take'- *kach*, 'sit'-*shev*, 'go'-*lech*, 'come'-*bo*)
- Understand and use simple formulaic phrases (e.g. 'I have a little brother' – *Yesh li ach katan*)

Learning Goals for Reading and Writing

- Read and identify frequently used words and phrases from their immediate surrounding
- Read and comprehend the main idea in a short story read in class, when strongly supported by pictures and props
- Write their names and a limited number of familiar words such as: 'house', 'classroom', 'door', 'hello', 'mother', 'I', using all the alphabet letters in print, with control of sound-symbol correlation
- Demonstrate understanding by responding in writing to simple questions in familiar contexts area such as family, home, classroom.

ART

In First Grade Art students are exposed to a studio curriculum guided by observations of objects in nature, their community, world events, past artists, and the artist-teacher. Students apply artistic processes and skills, using a variety of media to create original works of art that focus on mastering the Elements of Art (line, shape, space, color, value, form, and texture). Students look at the visual arts in past and present cultures throughout the world. The notion of human diversity as it relates to the visual arts and artists is a core learning goal. Fostering the awareness of diversity is done through developing independent choice-making in creating art through exploring possibilities and practicing technique. The First Grade art experience is rich in cross-curricular connections to classroom studies of various world cultures. Multicultural-based art units of the arts and crafts of various cultures fortify students' abilities to analyze, assess, and derive meaning from works of art, including their own.

Learning Goals for Art

- Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.
- Understand the historical contributions and cultural dimensions of the Visual Arts
- Recognize and discuss the design of everyday objects from various time periods and cultures.
- Identify and describe various subject matter in art (e.g. landscapes, seascapes, portraits, still life).
- Identify art objects from various cultures (e.g. Mexican tin art, African masks) and describe what they have in common and how they differ.
- Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- Identify and describe various reasons for creating art.

Activities

- Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.
- Compare and contrast objects of folk art from various time periods and cultures.
- Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.
- Use texture in two-dimensional and three-dimensional works of art.
- Mix secondary colors from primary colors and describe the process.
- Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and *papier maché*) to create form and texture in works of art.
- Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- Create a representational sculpture based on people, animals, or buildings.
- Draw or paint a still life, using secondary colors.
- Use visual and actual texture in original works of art.
- Create artwork based on observations of actual objects and everyday scenes.
- Describe how and why they made a selected work of art, focusing on the media and technique.
- Select something they like about their work of art and something they would change.

PHYSICAL EDUCATION (PE)

Students in First Grade continue to develop game and movement skills as they build their conceptual understanding of fitness and basic philology. Fitness challenges range from mat work for upper body strength development, coordination and flexibility, to fun fitness runs. Low level lead-up games allow students to work together to set goals. Cross-curricular activities

help reinforce math and language skills, color recognition, and the concepts of shape, size, and direction.

Students in First Grade continue to practice and improve their locomotor skills, jumping, hopping, galloping, sliding, walking, running, leaping, and skipping with more confidence. They learn about movement qualities, particularly space and time. Their improving hand–eye coordination and reaction time make the manipulation of objects easier, but they must practice basic manipulative skills to improve their technique. Static and dynamic balances also improve, which allows for the learning of more advanced tumbling and dancing skills. First-grade students also learn to share, take turns, and work with others.

Learning Goals for Physical Education

1. **Students demonstrate the motor skills and movement patterns that are needed to perform a variety of physical activities.**

Movement Concepts - Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space

Body Management - Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support

Locomotor Movement - Land on both feet after taking off on one foot and on both feet.

Manipulative Skills - Catch, showing proper form, a gently thrown ball

2. **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Movement Concepts - Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways

Body Management - Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes

Locomotor Movement - Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop

Manipulative Skills - Explain the role of the eyes when striking objects with the hands, arms, and feet

3. **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Fitness Concepts - Participate in physical activities that are enjoyable and challenging

Aerobic Capacity – Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate

Muscular Strength/Endurance - Hang from overhead bars for increasing periods of time.

Flexibility - Stretch shoulders, legs, arms, and back without bouncing

Body Composition - Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity

4. **Students assess and maintain a level of physical fitness to improve health and performance.**

Fitness Concepts - Describe the role of water as an essential nutrient for the body

Aerobic Capacity - Explain that physical activity increases the heart rate

Muscular Strength/Endurance - Explain that strong muscles help the body to climb, hang, push, and pull

Flexibility - Identify the body part involved when stretching

Body Composition - Explain that the body is composed of bones, organs, fat, and other tissues

5. **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

Self-Responsibility - Identify the feelings that result from participation in physical activity

Social Interaction - Describe how positive social interaction can make physical activity with others more fun

Group Dynamics - Participate as a leader and a follower during physical activities

MUSIC

In First Grade students learn to express themselves as developing musicians by singing, playing instruments, moving, and improvising. Singing and playing classroom instruments improve students' listening skills, accuracy and technique, and understanding of musical forms. By improvising simple rhythmic accompaniments and learning singing games from various cultures, students begin their creative work in music. They focus their listening and relate to music and dance by creating and performing movements. Students learn secular and Judaic songs and combine their Jewish roots with the art of contemporary music.

Learning Goals for Music

- Read and perform simple patterns of pitch, using solfeggio
- Read and perform simple rhythmic patterns using beat, rest and divided beat (two sounds on one beat) and introduce the vocabulary of rhythmic notation
- Listen to examples from various genres and cultures and be able to identify common instruments
- Sing a varied repertoire of music, with accuracy in pitch in a developmentally appropriate range

- Play and improvise simple rhythmic accompaniments using body percussion, African hand drums, and classroom percussion and introduce the barred instruments
- Develop problem-solving skills and learn to cooperate with their peers in reaching a common goal, using multicultural songs and singing games
- Participate in *Tefilah* services and Jewish Holidays singing prayers, and singing traditional Israeli and contemporary melodies
- Reinforce their Jewish culture through a love for Judaic music

TECHNOLOGY

The Heschel Technology curriculum is aligned with the National Educational Technology Standards (NETS) that identify the skills and knowledge that students need to learn effectively and live productively in a digital world: Creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, and decision making, digital citizenship, and technology operations and concepts.

Learning Goals for Technology

- Reinforce knowledge of general hardware, peripherals and the network
- Continue introduction to software and basic functions of the operating system
- Master the location of letters and numbers on keyboard
- Continue to digitally communicate ideas and stories in guided lessons
- Use digital painting software to create original works using various tools through guided and independent practice
- Become familiar with word processing software and its functions
- Begin to create basic spreadsheets
- Reinforce knowledge of and use safe practices when accessing online technology
- Create simple graphic organizers

LIBRARY

At Heschel Day School, the Library program is designed to instill students with the knowledge needed to become effective users and creators of information. In the Library students are introduced to literature as well as expository texts that are appropriate to their reading and developmental levels. Books about Israel, holidays, and multi-cultural topics are highlighted throughout the year. The Library supports and complements the school-wide curriculum by providing materials for class projects, reports, units of study, and instruction. The program is structured to teach the students how to successfully navigate the library and use its resources to their fullest potential. Library resources span both general and Judaic studies.

Library Learning Goals for First Grade

- Students learn to enjoy literature on a variety of topics, including folk tales from Kenya, Italy, Australia, and Mexico.

- Students are introduced to books that are recipients' of children's book awards, such as the Newbery Award and the Caldecott Award.
- Students know the difference between fiction and nonfiction sources of information.
- Students realize that questions can be answered through information found in books and other media.
- Students publish a mini-report using non-fiction resources.
- Students understand the need for basic library procedures, such as checking out and caring for books.
- Students become aware that the library is deliberately organized.

SECOND GRADE

OVERVIEW

Second Grade is marked by increased independence and the ability for more sustained focus on tasks. Students hone decoding and comprehension skills and continue to develop independent reading and writing skills. Students read with expression and fluency and develop the skills to become more active readers. Second graders utilize the steps of the writing process: prewriting, drafting, revising, editing, and publishing. The children's writing evolves from simple sentences to an organized paragraph. The math curriculum emphasizes good number sense, problem solving, and proficiency in computation. Specialist classes include science, art, physical education, music, media center, library, and dance. Technology is integrated into the curriculum in the media center and on iPads, SmartBoards, and computers in the classroom.

Students' social and emotional development is as important as the academic curriculum. Communication skills, both listening and speaking, are practiced in class meetings, in social situations, and when working in groups to help the children navigate successfully and independently.

In Second Grade students learn about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have a place in their community. Students themselves make a difference in their community as guardians of the earth through their Project *Chesed* partnership with Tree People. Students learn about the Jewish holidays, *Tefilot* (prayers), the land of Israel, and Jewish history. They explore Biblical texts, learn about Biblical characters and key values and concepts.

LANGUAGE ARTS

By the end of Second Grade students should be able to decode and read fluently with comprehension.

Learning Goals for Reading

- Use titles, tables of contents, and chapter headings to locate information in expository text
- State the purpose in reading (e.g. enjoyment, intramural, informational)
- Analyze the author's purpose(s) to comprehend informational text.
- Ask questions to clarify understanding of reading.
- Begin to identify types of questions; explicit and inferential.
- Restate facts and details in the text to clarify and organize ideas.
- Recognize cause-and-effect relationships in a text.
- Interpret information from diagrams, charts, and graphs.
- Follow written instructions.
- Highlight details and take notes.
- Compare and contrast plots, settings, and characters presented by different authors.

- Write alternative endings to plots.

- Compare and contrast different versions of the same stories that reflect different cultures.
- Identify the common elements of fairytales.
- Identify rhythm, rhyme, and alliteration in poetry.
- Recognize and use knowledge of spelling patterns when reading.
- Read aloud fluently and accurately and with appropriate intonation and expression.
- Understand and explain common antonyms and synonyms.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes.
- Identify simple multiple-meaning words [homonyms and homophones.]
- Develop interest in independent reading.

Learning Goals for Writing

- Spell frequently used, irregular words correctly (e.g. was, were, says, said, who, what, why).
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
- Write legibly using correct manuscript letter-form.
- Understand the purposes of various reference materials [dictionary, thesaurus, atlas, Google Earth.]
- Write sentences that include a subject and predicate with correct capitalization and endmarks.
- Write and identify different types of sentences [statements, question, command, exclamation.]
- Use the correct endmark for different types of sentences.
- Identify parts of speech [nouns, pronouns, verbs, adjectives.]
- Capitalize days, holidays, months, titles for people, and book titles.
- Underline or italicize book titles.
- Use commas in dates and names of places.
- Use quotation marks in direct quotes.
- Plan and organize ideas [Prewriting- brainstorm, graphic organizes, take notes]
- Write a single paragraph with consistent focus.
- Revise original drafts to improve sequence and provide more descriptive detail.
- Write brief narratives based on their experiences:
    - Move through a logical sequence of events.
    - Describe the setting, characters, objects, and events in detail.
- Write a fairytale that has a beginning, middle, and end and includes the common elements.
- Write various forms of poetry: Cinquain, Haiku, Lantern, I Come From, and Senses Poem.

Learning Goals for Listening and Speaking

- Follow agreed-upon rules for discussions.
- Participate in discussions and remain on topic.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Describe key ideas or details from a text read aloud, information presented orally, or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Speak publically and present to small and large audiences.
- Practice solving academic and social problems through discussion, modeling, and cooperative groups.
- Use morning meetings to promote positive community skills and respectful listening.

MATHEMATICS

By the end of Second Grade students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Learning Goals for Math

Number Sense

- Understand addition and subtraction facts through 20
- Understand the relationship between numbers, quantities, and place value in whole numbers to 1000
- Estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers, with and without regrouping
- Model and solve problems adding and subtracting amounts of money
- Model and solve simple problems involving multiplication and division
- Understand that fractions may refer to parts of a set and parts of a whole

Algebra and Functions

- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction

Geometry and Measurement

- Identify a unit of measure, repeat that unit, and compare it to the item being measured
- Identify and describe the attributes of common figures in the plane and of common objects in space
- Describe and classify plane and solid shapes, [circle, triangle, square, rectangle, sphere, pyramid, cube,] according to the number and shape of faces, edges, and vertices
- Tell time to the hour, half hour, and quarter hour.
- Determine elapsed time
- Estimate the duration of an event

Probability and Data Analysis

- Conduct experiments to collect data [flip a coin, spin a dreidel, roll a die]
- Predict probable outcomes based on data
- Predict whether an outcome is certain, possible, or impossible
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations

Mathematical Reasoning

- Identify problem-solving strategies
- Solve problems using strategies and justify their reasoning
- Solve multi-step problems

SOCIAL STUDIES

In Second Grade students learn about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have a place in their community. Students start their study of people who make a difference by studying the families and people they know. Students develop a beginning sense of history through the study of the family, a topic that is understandable and interesting to them. They are introduced to primary sources related to family history, including photographs, family trees, artifacts, and oral histories. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community. Students themselves make a difference in their community as guardians of the earth through their Project *Chesed* partnership with Tree People.

Units

- Ancestor Studies
- People Who Make a Difference
- Geography
- Economics

- Second Grade Garden

Learning Goals for Social Studies

- Differentiate between things that happened long ago and the present:
    - Trace the history of their family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
    - Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
    - Place important events in their lives in the order in which they occurred on a time line.
- Trace an ancestor's path of immigration.
- Make connections between Martin Luther King, Jr. and Abraham Joshua Heschel.
- Understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.
- Identify and locate the continents and oceans on a map.
- Read cardinal directions and understand the use of a compass rose
- Understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills:
    - Differentiate between wants and needs.
    - Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
    - Understand how limits on resources affect production and consumption (what to produce and what to consume).
- Project *Chesed* Value: We are guardians of the earth.
    - TreePeople
    - Class Garden

SCIENCE

In Second Grade students begin to develop their ability to use more abstract thinking. Science enables them to use their expanding cognitive abilities, and provides them with opportunities to categorize, observe and interpret nature, or logically predict what may happen. Students learn both the content and process of science, together with the investigation and experimentation skills to support their conceptual understanding.

In Second Grade students learn about forces (pushes and pulls) and common phenomena such as gravity, magnetism, and sound. They learn about the life cycles of animals and plants and the basics of inheritance; they learn about rocks, soil and organic materials and are introduced to fossils and the evidence they provide about Earth's history. Students examine different ideas, ask questions, observe patterns, make predictions, use simple equipment and tools, and discuss what they see with others. In addition, students learn about the important role of technology in science

Students use writing, measuring, simple graphing, and making drawings to record, organize, interpret, and display data. Students practice measuring length, weight, temperature, and liquid volume. They learn to organize their observations into a chronological sequence and follow oral instructions for an investigation.

Learning Goals for Science

Physical Science

- Explore motion and force and stable and unstable systems, using counterweights to change the center of mass of the system.
- Understand how a push or a pull changes how something is moving, and that the size of the change is related to the strength or force of the push or pull
- Learn about the forces of gravity and magnetism and the ability of vibrating objects to make sounds.

Earth Science

- Understand that natural resources include rocks, minerals, water, plants, and soil.
- Study the composition, processes, and materials of Earth's crust.
- Know the properties of rocks and soils, how soil is formed and its constituent properties.
- Explore the concept of *geologic time* and the study of fossils.
- Think abstractly about events that took place in Earth's ancient, geologic past and learn that Earth has not always looked the same as it does today.
- Discuss and identify the origin of things that are used in our everyday lives.

Life Science:

- Examine the life cycle of plants and animals that are typical to their species.
- Begin to develop simple notions of inherited characteristics, variation within a species, and environmentally induced changes.
- Understand that plants and animals have life cycles that are typical of their species.

JUDAIC STUDIES

In Second Grade Judaic Studies students explore Biblical texts and learn about Biblical characters. They learn about the Jewish holidays, the land of Israel, and Jewish history. Students integrate the study of their Jewish heritage with the general studies unit of ancestry and immigration. They learn to embrace Jewish values and apply them to everyday life in the Jewish community. Students themselves make a difference in their community as guardians of the earth through their Project *Chesed* partnership with Tree People.

Bible (***TaNaKH***)

Students study stories of our forefathers and foremothers and learn the values of faith, trust, and hospitality.

- Abraham and Sarah
- Isaac and Rebecca
- Jacob and Esau
- Joseph

Holidays (*Chaggim*)

Students learn key values and concepts, customs, symbols, special *Brachot* (blessings) of the Jewish holidays. Students learn to identify the significance of each holiday, its historic background and customs, traditions, laws and traditional foods. Students learn to recite related prayers and blessings and to sing relevant holiday songs. A key goal is for students to understand the historical connection to and the significance of the holiday in our lives today.

Prayer (*Tefilah*)

Students learn to recite prayers and blessings in order to connect with God and in order to be active participants in the Jewish community. They delve into the deeper meanings and personal connections of the *tefilot*. They find connections between the values inherent in the *tefilah* and their daily lives. Students are introduced to the correct pronunciation of prayers and they learn to recognize and sing the tune (*niggun)* of prayers and to follow along or track the words of prayer.

Students learn the *Amidah*, the *Barchu* and the *Kiddush*. They master the *Shema* and *Ve'ahavta, Oseh Shalom and the Hamotzi*, and the elements of the *Kabbalat Shabbat* service.

Learning Goals for Judaic Studies

- Portray through dramatic arts the values of faith, hospitality, and trust
- Apply the values of faith, hospitality, and trust to their own lives
- Model the values in their daily lives
- Compare the way of life in biblical times to the way of life now
- Interpret Bible stories and draw conclusion about behaviors in the Bible
- Recognize and empathize with the characters in *Bereshit*
- Discuss God's relationship with humans
- Discuss the relationships between human beings and each other
- Differentiate between the text of the Bible and midrashim
- Understand the sequence of events in the Bible
- Connect the value of guarding the earth to their daily lives
- Understand the importance of the *Torah* to the Jewish people
- Cultivate a relationship with the Jewish homeland of Israel
- Compare and contrast the biblical family and our family today
- Recognize the sequence the Jewish holidays in the calendar year

- Identify and explain the significance of the symbols of each holiday and the reasons for celebrating and/or observing each holiday
- Participate in *Tefilot*
- Name and locate the prayers in the siddur for both *Kabbalat Shabbat* and *Shacharit*
- Demonstrate understanding of ritual objects related to prayer
- Describe the individual role that each Jewish person plays in maintaining the services of the community

HEBREW

In Second Grade students learn Hebrew language using the *TaL AM 2* curriculum, utilizing an immersion approach. The *TaL AM* curriculum integrates the study of Modern Hebrew with the teaching of Jewish holidays and values. The thematic units introduced throughout the year include the home and the classroom *("Tov Bakitah Uv'Bait"),* and Jewish holidays. The students further develop their oral skills, reading proficiency, listening and writing skills with an emphasis on cursive/script handwriting.

Learning Goals for Speaking and Writing (Based on ACTFL Hebrew Proficiency Guidelines)

- Respond to simple questions about themselves and their immediate surrounding (e.g. the classroom, clothes, daily activities, family), using one word, a list of words or short formulaic sentences in the present tense.
- Address someone correctly informally, and introduce themselves using simple memorized phrases.
- Express some needs (e.g. 'I want…. to go to the bathroom/water/pencil/ paper'אני רוצה and some likes/dislikes related to familiar topics, such as food and sports : I like/do not like apples.
- Respond orally and in cursive writing to simple questions about a picture or a familiar short text, using one word or a short list of words.
- Count from 1 to 30.

Learning Goals for Reading and Listening

- Read isolated words and phrases in situational context (e.g., days of the week, months, year, weather, clothing classroom items, home, family), and begin decoding and understanding some new vocabulary using contextual clues.
- Read and comprehend brief written directions and information.
- Read short stories based on familiar topics with appropriate intonation and comprehensible pronunciation, and demonstrate comprehension of the main idea and some facts (e.g. Identify people and objects).
- Understand short memorized phrases and some sentence length utterances in the present tense (e.g. 'Welcome to our classroom' - '*Bruchim habaim lakita shlanu.')*

- Understand short and simple face-to-face conversations with contextual support of gestures, and some high frequency commands.

ART

In Second Grade students explore Art through a wide variety of sources including literature, art history, cultures (including Judaic), personal expression, and classroom observation. Students apply new and familiar artistic processes and skills, using a variety of media to reinforce foundational art skills. Students connect the role of the visual arts in past and present cultures throughout the world with a large focus on cultural and personal motifs. An important learning goal that permeates the curriculum is the importance of incorporating a sense of one's own history and personality into one's own artworks. Students assess works of art using the vocabulary of the Elements of Art, the Principles of Design, and aesthetic qualities.

Learning Goals for Art

- Perceive and describe repetition and balance in nature, in the environment, and in works of art
- Perceive and discuss differences in mood created by warm and cool colors
- Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space
- Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils
- Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera
- Use bilateral or radial symmetry to create visual balance
- Explain how artists use their work to share experiences or communicate ideas
- Recognize and use the vocabulary of art to describe art objects from various cultures and time periods
- Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives
- Compare ideas expressed through their own works of art with ideas expressed in the work of others
- Compare different responses to the same work of art
- Use the vocabulary of art to talk about what they want to do in their own works of art and how they succeeded
- Develop visual literacy through looking at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas
- Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood)
- Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture)

- Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art
- Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go)
- Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture
- Create a painting or drawing, using warm or cool colors expressively
- Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past

PHYSICAL EDUCATION

Students in Second Grade continue to develop game and movement skills as they build their conceptual understanding of fitness and basic philology. Fitness challenges range from mat work for upper body strength development, coordination and flexibility, to fun fitness runs. Low level lead-up games allow students to work together to set goals. Cross-curricular activities help reinforce math and language skills, color recognition, and the concepts of shape, size, and direction.

Students in second grade, focus on mastering the correct technique for locomotor and non-locomotor skills. They begin learning tumbling skills at a level that allows them to create their own routines and to transfer weight from one body part to another with control. By the end of the school year, students demonstrate more control when using manipulative skills and can describe the correct technique in greater detail. They learn about the benefits of physical activity, the purpose of good nutrition, and how to solve movement problems with a partner. Students learn the terms *force*, *open space*, and *base of support* as they experience them during physical education lessons.

Learning Goals for Physical Education

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Examples:

Movement Concepts - Move to open spaces within boundaries while traveling at increasing rates of speed

Body Management - Transfer weight from feet to hands and from hands to feet, landing with control

Locomotor Movement - Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force

Manipulative Skills - Roll and throw a ball for distance, using proper form

2. **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Movement Concepts - Explain how to reduce the impact force of an oncoming object

Body Management - Explain the importance of a wide rather than a narrow base of support in balance activities

Manipulative Skills - Identify opportunities to use underhand and overhand movement (throw) patterns

3. Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts - Participate in enjoyable and challenging physical activities for increasing periods of time

Aerobic Capacity - Participate for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate

Muscular Strength/Endurance - Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency

Flexibility - Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps

Body Composition - Engage in moderate to vigorous physical activity for increasing periods of time

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts - Explain the fuel requirements of the body during physical activity and inactivity

*Aerobic Capacity - Co*mpare and contrast the function of the heart during rest and during physical activity

Muscular Strength/Endurance - Describe how muscle strength and muscle endurance enhance motor skill performance

*Flexibility - I*dentify the muscles being stretched during the performance of particular physical activities

Body Composition - Describe the differences in density and weight between bones, muscles, organs, and fat

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility- Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others. Accept responsibility for one's own behavior in a group activity

Social Interaction - Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance

Group Dynamics- Participate positively in physical activities that rely on cooperation

MUSIC

In Second Grade, students will be able to express themselves as developing musicians by singing, playing instruments, moving, notating and improvising. Singing and playing classroom instruments improve students' listening skills, accuracy and technique, and understanding of musical forms. Students learn secular and Judaic songs and combine their Jewish roots with the art of contemporary music.

Learning Goals for Music

- Read and perform simple patterns of pitch, using solfege
- Read and perform simple rhythmic patterns using eighth notes, quarter notes, and rests
- Listen to examples from various genres and cultures and identify the four families of orchestral instruments
- Sing a varied repertoire of music, including rounds and partner songs, with accuracy in pitch in a developmentally appropriate range
- Utilize and improvise, using simple rhythmic and melodic accompaniments on barred instruments, African hand drums, and classroom percussion
- Develop problem-solving skills and learn to cooperate with their peers in reaching a common goal, using multi-cultural songs and singing games
- Participate in *Tefilah* services and Jewish olidays singing prayers, and singing traditional Israeli and contemporary melodies
- Reinforce the Jewish culture through a love for Judaic music

TECHNOLOGY

The Heschel Technology curriculum is aligned with the National Educational Technology Standards (NETS) that identify the skills and knowledge that students need to learn effectively and live productively in a digital world: Creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Learning Goals for Technology

- Gain further knowledge of general hardware, peripherals and network

- Continue to access software and functions of the operating system
- Continue keyboarding practice and increasing skills
- communicate ideas and stories Independently
- Use digital painting software Independently to create original works using various tools
- Understand word processing software and its functions
- Understand the basic functions of electronic presentation software and use it to support their learning
- Use safe practices when accessing online technology
- Begin online research, introducing the concept of assessing its reliability and validity
- Create graphic organizers

LIBRARY

At Heschel Day School, the library program is designed to instill students with knowledge needed to become effective users and creators of information. In the library students are introduced to literature as well as expository texts that are appropriate to their reading and developmental levels. Books about Israel, holidays, and multi-cultural topics are highlighted throughout the year. The library supports and complements the school-wide curriculum by providing materials for class projects, reports, units of study, and instruction. The program is structured to teach the students how to successfully navigate the library and use its resources to their fullest potential. Library resources span both general and Judaic studies.

Library Learning Goals for Second Grade

- Students continue to enjoy literature in a variety of genres, and begin to learn that nonfiction books are arranged on the shelves by topic, and fiction books are arranged alphabetically by author.
- Students are introduced to the automated library catalog.
- Students become aware that research is a process with specific components: recognizing a question, finding and reviewing resources, organizing, and presenting information.
- Students are able to extract information from both print and online resources.
- Using library resources, the librarian and Second Grade teachers work together to guide the students through a research project on an individual ancestral country.

THIRD GRADE

OVERVIEW

In Third Grade students begin to make the important shift from learning to read to reading to learn. They begin to think in more abstract ways as they are faced with increasingly complex tasks. Fundamental skills learned in the early grades enable them to work more independently as well as enjoy the social academics of cooperative groups. Third graders are provided with decision-making opportunities to support their growth in personal responsibility. Technology is integrated across the curriculum through a one-to one iPad implementation. The Third Grade Project *Chesed* partners with Para Los Ninos to understand the value: "Love thy neighbor, as you love yourself." Students study Judaic Studies in their home room, and Hebrew in groups, every day.

LANGUAGE ARTS

Third Grade is often considered a pivotal year as instruction in phonics is phased out of the formal curriculum by the end of the year. In Third Grade, increased emphasis is placed on vocabulary acquisition, comprehension strategies, text analysis, language conventions, and writing. Students learn to use context as an independent vocabulary strategy. They learn to refer to information in the text when asking and answering questions about texts they have read. They apply analysis strategies to determine the theme or central message of text. They learn about subject and verb agreement and verb tenses and use that knowledge to write and speak in correct, complete sentences. As students learn more English language conventions and acquire new vocabulary, they practice these in their writing assignments.

Learning Goals for Reading

By the end of Third Grade students read fluently, effortlessly, independently, and enthusiastically. Students understand grade-level appropriate materials by demonstrating comprehension through use of reading strategies.

- Read grade-level fiction and nonfiction materials independently, with literal and inferential comprehension
- Clarify new words, make predictions, and summarize reading passages
- Answer questions that require analysis, synthesis, and evaluation of grade-level narrative and informational texts
- Support their answers to questions about what they have read by drawing on background knowledge and specific details from the text
- Respond to and analyze literary text: setting, main characters, plot, and genre (biography, historical- fiction, realistic fiction, fiction, non-fiction, legends)
- Use context clues to identify new vocabulary and sentence meaning
- Identify kinds of questions: inferential and literal

- Compare and contrast using Venn diagrams
- Identify cause and effect
- Enhance listening skills through teacher read-alouds using narratives and expository texts with appropriate pacing, fluency, and intonation
- Expand and solidify independent reading habits
- Critically evaluate an author's themes, characters, and writing styles using Author Study

Learning Goals for Writing

Students build strategies for writing clear and coherent sentences and paragraphs that develop a central idea. Students learn formal sentence structure, proper grammar, spelling, and punctuation. They move from a strong single paragraph to multiple-paragraph writing.

- Understand and use conventions of spelling and conventions of print (e.g., paragraphs, end-sentence punctuation)
- Write narratives, personal letters, thank-you notes, expository, informative, response to literature, newspaper articles, and creative writing
- Use highlighting, note taking, and outlining to develop research reports
- Demonstrate knowledge of complete sentences and sentence structure (subject and predicate)
- Identify four types of sentences (exclamation, question, statement, and command)
- Write topic and concluding sentences
- Use complex writing conventions (use of dialog)
- Utilize parts of speech, both singular & plural - nouns, verbs, adjectives, adverbs, prefix, suffix, conjunctions, articles, possessive
- Expand from single paragraph writing to multi-paragraph writing using concept maps and the writing process
- Write legibly in cursive with correct spacing

Learning Goals for Listening and Speaking

Students use fluency, intonation, and expression to deliver personal narratives, experiences, ideas, opinions, and presentations. They listen critically and respond appropriately to oral communication.

- Retell, summarize, and explain what has been said by a speaker
- Respond to questions
- Use clear and specific vocabulary to communicate ideas
- Prepare and present various oral presentations (plays, speeches, power points)
- Solve academic and social problems through discussion, modeling, and cooperative groups using Responsive Classroom techniques
- Promote positive communication skills and respectful listening modeled during Morning Meeting

MATHEMATICS

Third Grade students deepen their understanding of place value and their knowledge of and skill with addition, subtraction, multiplication, and division of whole numbers. Students develop an understanding of fractions as numbers, concepts of area and perimeter of plane figures, and attributes of various shapes. They expand their knowledge of estimating, measuring, and identifying geometric figures and use patterns, key vocabulary words, and strategies to help solve mathematical problems.

Learning Goals for Math

Number Sense and Operations

- Understand the place value of whole numbers to hundred thousands
- Understand expanded notation, standard form, and word form
- Round off numbers to tens, hundreds, and thousands
- Find the sum and difference of two whole numbers between 0 and 10,000
- Calculate and solve problems involving addition, subtraction, multiplication, and division
- Learn to automaticity multiplication and division facts between 0-10
- Compare, add, subtract, order, and find equivalent simple fractions and decimals
- Understand the relationship between whole numbers, simple fractions, and decimals

Algebra and Functions

- Recognize and use the properties of multiplication and division
- Select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships
- Demonstrate knowledge of inverse relationships between addition and subtraction and multiplication and division

Geometry and Measurement

- Describe and compare the attributes of plane and solid geometric figures, show relationships and solve problems. (Congruent figures, lines of symmetry, polygons, lines, line segments, rays, angles triangles and quadrilaterals)
- Choose and use appropriate units and measurement tools to quantify the properties of objects
- Calculate perimeter and area of solid figures
- Identify, estimate, determine, and carry out simple unit conversions within a system of measurement

Statistics, Data and Probability

- Conduct simple probability experiments by determining the number of possible outcomes and make simple predictions
- Identify whether common events are certain, likely, unlikely, or improbable
- Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times
- Summarize and display the results of probability experiments in a clear and organized way and use the results to predict future events

Problem Solving

- Use strategies, skills, and concepts to finding solutions to a problem
- Apply strategies and results from simpler problems to more complex problems generalizing to other situations
- Use words, numbers, symbols, charts, graphs, tables, and models to explain mathematical reasoning
- Clearly and logically express solutions by using appropriate mathematical notation and language
- Make precise calculations and check the validity of the results

SOCIAL STUDIES

Learning Goals for Social Studies

Students in Third Grade learn more about the diversity of cultures and values and what they bring to the community. They learn about connections to the past through study of the physical landscape, people, and culture of the Los Angeles region, in particular Native Americans. Third Grade students study the natural landscape and gain familiarity with the major natural features and landforms of their county and California, and learn the mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes, and other natural features of the region. Students study the American Indians who lived in the local region, how they used the resources of this region, and in what ways they modified the natural environment. They learn about those who migrated or immigrated to their region and the impact each new group has had on those who came before.

Students observe how their community has changed over time and also why certain features have remained the same, and deepen their understanding of California's environment. Third Grade students continue preparing to become active and responsible citizens of their communities, California, and the United States. Students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms. Through stories and the celebration of local and national holidays, students learn the meaning of holidays, landmarks, and the symbols that provide continuity and a sense of community across time.

Learning Goals for Social Studies

- Identify geographical locations through use of maps, compasses, and cardinal directions
- Identify geographical features of the Los Angeles region (desert, mountains, valleys)
- Learn about the origin of Los Angeles
- Study La Brea Tar Pits and the animals that lived in the past
- Understand, summarize, and animate Native American legends
- Learn about the Tongva tribe
- Research in cooperative groups and present information about Native Americans in a variety of ways
- Research selected Presidents – produce Power Point presentations in cooperative learning groups
- Understand the history of inequality and segregation through the study of Martin Luther King, Jr., Abraham Joshua Heschel, and other American heroes
- Build on knowledge of important events (Thanksgiving, Elections, Veteran's Day)
- Visit La Brea Tar Pits, WOLF experience (overnight), and the Chumash Museum
- Identify, research, and write about a historical or modern day role model
- Research the importance of local/national landmarks, symbols, monuments and essential documents and compile a PowerPoint presentation
- Partner with Para Los Ninos to understand the values of our Project *Chesed*: "Love thy neighbor, as you love yourself."

SCIENCE

Third Grade students have a natural curiosity about the world and how it works. Students are introduced to some of the most fundamental patterns in nature and develop the concept that science helps to make the world understandable. During Third Grade, students further develop the important skills of making careful, replicable, and validated observations; recognizing patterns; categorizing; developing questions and answers; and communicating findings both written and orally. They conduct research, read about new topics, and learn more about the important role of technology in the sciences

Learning Goals for Science

Physical Science

- Discover the need for standard units of measurement and learn the metric system
- Learn that matter is a substance that occupies space and may assume the form of a solid, liquid, or gas
- Understand that light, like heat, is a form of energy
- Experiment with shadows and think about the source and direction of light, and that the color of an object is affected by the color of light that strikes it

- Understand that Earth's major source of energy is the Sun and that the Sun's energy is seen as light and felt as heat
- Learn that energy may be stored in various ways and that both living organisms and machines convert stored energy into heat and motion
- Investigate the properties of water and the water cycle and introduce ideas of conservation

Life Science

- Study the concepts of ecology and evolution and the effects of environmental changes on organisms
- Learn that adaptations in physical structure or behavior may improve an organism's chance for survival
- Learn that living organisms, including humans, inevitably cause changes in the environment as the organisms compete for food, shelter, light, and water
- Study the concept of extinction and compare organisms in the fossil record with contemporary organisms
- Observe and investigate the human skeletal and muscle systems, the versatility of the human body, and the movement provided by an articulated skeleton
- Understand how muscles are responsible for human movement
- Investigate response time of hands and feet

Earth Science

- Understand that water on earth moves between the oceans and land, through the processes of evaporation and condensation
- Understand that objects in the sky move in regular and predictable patterns
- Become familiar with the patterns and movements of the Sun, Moon, and stars
- Understand seasonal changes
- Understand that Earth is one of eight planets in the solar system

JUDAIC STUDIES

In Third Grade students study biblical text through the lens of *middot*. Students are encouraged to find modern relevance in the ancient text and selected *midrashim*, and apply them in the context of their everyday lives. The *Torah* is regarded as a living document that is a guide for life. Studying the *Torah* has implications for the way we behave and perceive the world around us.

Learning Goals for Judaic Studies

- Learn about the way of life in biblical times.
- Produce their own *midrashim* that replicate the process of our sages.

- Compare the ways of life from the early shepherds of biblical times to the modern Bedouin societies today.
- Recognize the applicability of the Jewish *middot* studied in class to their own lives.
- Strive to find connections between *Birkot Hashachar* and their daily lives.
- Explore the *kavannah* in *tefilot*.

Bible (*TaNaKH*)

Students engage with the *Torah* text as well as accompanying *midrashim* and commentaries to better understand the story. Students begin to relate the ideas and values learned in the Bible stories to their lives. They learn how archaeological discoveries help to explain and shed light on our past.

- Lech l'cha (*Emunah*)
- Lot and Avaraham (*Shalom Bayit*, Compromise)
- The expulsion of Hagar and Ishmael (*Shalom Bayit, Rachamim*)
- Brit (Covenant, *Emunah*)
- Malachim/ Angels (*Hachnassat Orchim*, *Chesed*)
- Sodom and Gemorrah (*Tzedek, Rachamim*, Morality)
- Death of Sarah and the Cave of Machbelah (*Tzedek, Brit*).

Holidays (*Chaggim*)

- Understand key values and concepts, customs, special *Brachot* (blessings) and deeper meanings of the Jewish holidays
- Identify the significance of each holiday, its historic background and customs, traditions, laws and traditional foods
- Recite related prayers and blessings and to sing relevant holiday songs
- Understand the historical connection to and the significance of the holiday for our lives today

Prayer (*Tefilah*)

- Recite prayers and blessings in order to connect with God and in order to be active participants in the Jewish community
- Delve into the deeper meanings and personal connections of the *tefilot*
- Find connections between the values inherent in the *tefilah* and their daily lives
- Learn the correct pronunciation of prayers, recognize and sing the tune (*niggun)* of prayers and follow along or track the words of the prayer
- Learn more about the geography of the Siddur and the sequence of *tefillot*
- Continue to learn the prayers, including the *Kiddush, Shema, Amidah, Ahavat Olam, Birkot Hashachar* and *Kabalat Shabat*, as well as selected liturgy from the holidays, and songs and readings from the *Hagadah*

HEBREW

In Third Grade students learn Hebrew language using the *TaL AM 3* curriculum, utilizing an immersion approach. The *TaL AM* curriculum utilizes a wide range of activities and modes of communication, including: games, music, songs, art, movement, and small group work. The

thematic units introduced throughout the year include the home and the classroom *("Tov Bakitah Uv'Bait"),* and Jewish holidays. The students further develop their oral skills, reading proficiency, listening and writing skills with an emphasis on cursive/script handwriting.

Learning Goals for Speaking and Writing (Based on ACTFL Hebrew Proficiency Guidelines)

- Engage in some simple conversations such as introductions, greetings, and expressions of likes and dislikes.
- Reply to and ask others basic questions about themselves, and their activities using simple and formulaic sentence structures, e.g.: 'What is your hobby?' מה התחביב שלך?
- Interact in simple situations to meet personal needs: Ask permission to go to bathroom/ nurse/ get a drink of water.
- Write and present orally a sequence of short sentences on familiar topics using a limited number of simple connected sentences.
- Answer basic comprehension questions regarding a familiar short story or topic, in one to two simple sentences.

Learning Goals for Reading and Listening

- Read with correct intonation and pronunciation and comprehend the main topic, main characters, and details from short stories with familiar context
- Read and recognize basic structures and vocabulary
- Read and follow simple instructions (e.g. in work book, text, tests)
- Understand presentations of peers (e.g. 'My Room' - *Haheder sheli'*; 'A City in Israel' – '*Ir b'Israel'*) and simple face-to-face conversations
- Understand short sentences and basic questions about their daily lives (e.g.' I love playing soccer.'-'*Ani ohev lesahek kadur-regel'*; 'I have long hair'-' *Yesh li searot arukot'*, 'Where do you live?' – '*Eifo ata gar*?', 'How many brothers and sisters do you have?'- '*Kama achim yesh lecha*?')

ART

The Third Grade art curriculum focuses on interpreting ideas including illustration, creating the illusion of deep space, refining details, utilizing proportion, and working with cultural motifs. Students apply artistic processes and skills using a variety of media to communicate meaning and intent in original works of art. These works of art originate in a variety of ways including the use of step-drawing, observing demonstrations, cultivating imaginative ideas, and looking at techniques used by important figures in art history. Other important units include technical skill development in color, sculptural form, and expressive drawing. Students derive meaning from works of art, including their own, according to the Elements of Art, the Principles of Design, and identifying specific aesthetic qualities. Students look at a variety of American and European artworks as bases for learning.

Learning Goals for Art

- Perceive and describe rhythm and movement in works of art and in the environment.

- Describe how artists use tints and shades in painting
- Identify and describe how foreground, middle ground, and background are used to create the illusion of space
- Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer)
- Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value
- Compare and describe various works of art that have a similar theme and were created at different time periods
- Identify artists from his or her own community, county, or state and discuss local or regional art traditions
- Distinguish and describe representational, abstract, and nonrepresentational works of art
- Write about a work of art that reflects a student's own cultural background
- Compare and contrast selected works of art and describe them, using appropriate vocabulary of art
- Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them
- Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities

Activities

- Mix and apply tempera paints to create tints, shades, and neutral colors.
- Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
- Create an imaginative clay sculpture based on an organic form.
- Create an original work of art emphasizing rhythm and movement, using a selected printing process.
- Incorporate student's own poem or story into a personal work of art.

PHYSICAL EDUCATION

The Third Grade student, in transition between the primary and intermediate levels, begins the year with a healthy review of all basic manipulative skills for game and sports play. Lead-up games become more comprehensive, and the discussion of why rules and boundaries are in place in sports is stressed on a consistent basis. The concepts of fair play, working together, and recognizing that every player on a team has an important and valuable role is a priority at this level. Fitness challenges become more exciting as students discuss the concepts of strength, power, flexibility, agility, muscular endurance, and cardio-respiratory endurance. Cooperative students groups meet the challenge of planning fitness warm-ups and challenges.

Learning Goals for Physical Education

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Examples*:*

Movement Concepts - Chase, flee, and move away from others in a constantly changing environment

Body Management - Perform an inverted balance (tripod) by evenly distributing weight on body parts

Locomotor Movement - Jump continuously a forward-turning rope and a backward-turning rope

Manipulative Skills - Catch, while traveling, an object thrown by a stationary partner

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts – Describe how changing speed and changing direction can allow one person to move away from another

Manipulative Skills - Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body

3. Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts - Demonstrate warm-up and cool-down exercises

Aerobic Capacity - Participate for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate

Muscular Strength/Endurance - Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair

Flexibility - Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck

Body Composition - Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts - Identify the body's normal reactions to moderate to vigorous physical activity. List and define the components of physical fitness

Aerobic Capacity - Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity

Muscular Strength/Endurance - Explain that a stronger heart muscle can pump more blood with each beat

Flexibility - Explain why a particular stretch is appropriate preparation for a particular physical activity

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility - List the benefits of following and the risks of not following safety procedures and rules associated with physical activity

Social Interaction - Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities

Group Dynamics - Work in pairs or small groups to achieve an agreed-upon goal

MUSIC

In Third Grade, students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Their increased listening skills help them identify those qualities in music selections, in the four families of orchestral instruments, and in male and female adult voices. By singing from memory, they improve their accuracy and create rhythmic and melodic phrases. As they sing and play songs from diverse cultures, they compare and contrast music from throughout the world. Students learn secular and Judaic songs and combine their Jewish roots with the art of contemporary music. Students describe how the musical elements help the composer or performer to communicate an idea or mood in the music and can identify the use of similar elements, such as pattern and rhythm, in other art forms.

Learning Goals for Music

- Read and perform pentatonic patterns and melodic notation using solfege while introducing the recorder
- Read and perform rhythmic patterns using eighth notes, quarter notes, half notes and rests.
- Listen and identify the use of musical elements and historical contributions in examples from various genres and cultures
- Sing a varied repertoire of music including rounds, partner songs and ostinatos.
- Improvise and play short phrases on barred instruments, African hand drums, recorders, and classroom percussion and add accompaniments to songs
- Develop skills in problem solving, communication and time management through performing, and collaboration

- Participate in Tefilah services and Judaic holidays singing prayers, and singing traditional Israeli and contemporary melodies
- Reinforce the Jewish culture through a love for Judaic music

TECHNOLOGY

The Heschel Technology curriculum is aligned with the National Educational Technology Standards (NETS) that identify the skills and knowledge that students need to learn effectively and live productively in a digital world: Creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Learning Goals for Technology

- Acquire a basic understanding of general hardware, peripherals and network
- Continue to access software and functions of the operating system through guided practice
- Continue keyboarding practice, increasing skills
- Communicate ideas and stories independently
- Have guided knowledge of word processing software and its functions
- Begin learning digital graph construction
- Create and design electronic presentations to support student's learning
- Reinforce knowledge and use of safe practices when accessing online technology
- Continue online research, reinforcing the concept of assessing its reliability and validity
- Learn to access and responsibly use various social communication tools, both independently and collaboratively
- Begin independent work on 2D animations

LIBRARY

At Heschel Day School, the library program is designed to instill students with the knowledge needed to become effective users and creators of information. In the library students are introduced to literature as well as expository texts that are appropriate to their reading and developmental levels. Books about Israel, holidays, and multi-cultural topics are highlighted throughout the year. The library supports and complements the school-wide curriculum by providing materials for class projects, reports, units of study, and instruction. Library resources span both general and Judaic studies.

As Third Grade students' reading skills improve, they apply comprehension strategies to increasingly complex reading selections. Students read a wide representation of grade-level-appropriate text, including classic and contemporary literature, magazines, newspapers, online information, and informational text. They are increasingly able to

recognize the need for information and ask more detailed questions to help focus their search for information. Students become more sophisticated users of the school library.

Library Learning Goals for Third Grade

- Understand the purpose of the library's online catalog; using this tool, they will work towards independently selecting an appropriate book to read, with guidance from the librarian when necessary
- Understand the information on the spine labels of books, and how specific resources in the library are organized (e.g., with the Dewey decimal system for nonfiction and the biography section)
- Learn to appreciate a variety of genres
- Hone the skill of identifying literary elements such as plot, setting, and character
- Continue to explore the research process using both print and online preselected resources for social studies reports
- Understand the concept of keywords to aid their research process
- Understand that technology can be used for both scholastic and recreational pursuits

FOURTH GRADE

OVERVIEW

Fourth Grade represents a critical transition for students from learning to read in kindergarten through grade three to reading to learn. Subject-matter reading is emphasized as students begin to study history–social science and science in greater depth. In addition, as fluent and automatic readers they learn to read and comprehend complex narrative and expository texts. As readers and learners for life, students internalize the full and complex range of lifelong language and literacy skills.

In Fourth Grade students are taught to think more critically about what they read, write, and say. An emphasis on a deeper understanding of different types of people, places, and experiences helps them to understand the larger community. Fourth graders are provided with opportunities to be more self-reliant, responsible and independent. Technology is integrated across the curriculum through a one-to one iPad implementation.

Students study Judaic Studies in their home room, and Hebrew in groups, every day. Students relate the ideas and values learned in the Bible stories to their daily lives. They are encouraged to find modern relevance in the ancient text and in both the classic and modern *midrashim* (commentaries). The Fourth Grade Project *Chesed* partners with Guide Dogs of America to understand the value of appreciating our gifts of sight, hearing etc., and helping those who are struggling - "Do not put a stumbling block before the blind." (Leviticus 19:14)

LANGUAGE ARTS

In Fourth Grade Language Arts students focus on academic language and domain-specific vocabulary, which support reading and listening comprehension, writing, and speaking. Students learn and practice a range of strategies for acquiring vocabulary independently.

Learning Goals for Reading

Students in Fourth Grade read a wide range of literature, in different genres and reflecting different cultures and times. They study the structural elements of poems, prose, and dramas and learn to summarize text in a concise manner. They read, comprehend, and use critical thinking to analyze novels and informational texts. A goal for all students is to develop a love of reading.

- Identify and categorize different types of questioning
- Recall facts from a text
- Make connections between the text: text-to-text, text-to-self, text-to-world
- Analyze and discuss various literary elements in their reading: characterization, theme,

plot, setting, author's craft, etc.

- Imagine alternatives within a text
- Analyze a character in a text and explore the relationships between characters
- Compare and contrast literary elements
- Support thinking with evidence from the text
- Identify conflict and cause and effect within a text
- Summarize parts of a text
- Practice effective writing skills in reference to the text
- Practice oral reading skills: intonation, character voice, reading with expression, pacing
- Practice reading to increase fluency

Learning Goals for Independent Reading Program

Cultivate active independent readers who:

- Make good book choices
- Actively make connections, and predictions
- Ask questions while reading
- Communicate their thinking both orally and in writing
- Identify and analyze story elements: characters, setting, plot, conflict, theme, and perspective
- Recognize and appreciate the characteristics of literary genre including mystery, historical fiction, folk tales, non-fiction, poetry, biography and autobiography
- Identify main ideas, supporting details, and sequence of events
- Keep a *Reading Response Journal* through which students:
    - Track their reading in a table
    - Practice effective letter writing skills
    - Expound upon various literary elements in their reading: characterization, theme, plot, setting, author's craft, connections, etc.
    - Support thinking with evidence from a text
    - Proofread their letter writing
    - Develop and choose reading response topics

Learning Goals for Writing

In their writing, Fourth Grade students learn to create organizational structures that support their purpose. They write narratives that orient the reader to the situation and unfold in a natural sequence of events. They write longer, detailed informational/explanatory texts.

They learn to use technology to find information, interact and collaborate with others, and produce and publish writing. They learn conventions of Standard English grammar and usage, capitalization, punctuation and spelling to support their writing and speaking.

- Use the writing process effectively (pre-writing, drafting, revising, editing, publishing)
- Practice effective editing and revising skills

- Use the conventions of language, including correct usage, grammar, spelling, and punctuation
- Read and synthesize expository text
- Practice effective note taking
- Summarize information
- Use notes to draft informational paragraphs
- Use organizational strategies during research
- Use pictures and captions to inspire creative writing
- Brainstorm and identify relevant topics worthy of persuasion
- Discuss meanings of "pro" and "con"
- Define and discuss logical persuasion
- Practice poetry writing
- Use multiple pieces of evidence in their writing
- Draft five paragraph response to literature
- Identify evidence to support their thinking
- Engage in reflective writing
- Articulate and organize personal thoughts and use sensory details

Learning Goals for Listening and Speaking

Students participate in collaborative discussions on Fourth Grade topics and texts. They paraphrase information presented in diverse media and formats, and deliver formal narrative presentations.

- Listen to and recall factual details to identify main ideas, supporting details, and sequence of events
- Follow oral directions
- Respond orally with statements or questions and offer personal opinions with supporting reasons
- Demonstrate active listening skills as well as conversational etiquette

MATHEMATICS

Learning Goals for Math

In Fourth Grade students continue to learn about familiar concepts on a deeper and more specific level. There is an emphasis on critical thinking in terms of word problems and understanding why we use math and its practical application in everyday life. Students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals, and understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense

- Understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions
- Understand the concept of negative numbers
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations
- Master Word problems using addition, subtraction, multiplication, and division
- Extend use and understanding of whole numbers to the addition and subtraction of simple decimals
- Know how to factor small whole numbers
- Round numbers to the nearest ten, hundred, thousand
- Estimate a number close to an exact amount
- Understand addition and subtraction vocabulary such as addend, sum, and difference
- Understand the concept of addition, subtraction, multiplication, and division
- Understand place value
- Understand different ways to write a number – standard and expanded form word form
- Understand equivalent fractions and mixed numbers, whole numbers, improper fractions, and adding and subtracting using like and unlike denominators

Algebra and Functions

- Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences
- Know how to manipulate equations
- Write and evaluate algebraic expressions with variables

Measurement and Geometry

- Understand perimeter, area and volume and know their formulas
- Use two-dimensional coordinate grids to represent points graph lines and simple figures
- Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems
- Demonstrate and understand graphing
- Understand standard and metric units of measurements
- Understand lines of symmetry and congruency, and radius and diameter of circles
- Identify shapes, geometric figures, acute, obtuse, and right angles, and types of lines, rays, and segments

Statistics, Data Analysis, and Probability

- Organize, represent, and interpret numerical and categorical data and clearly communicate their findings
- Make predictions for simple probability situations
- Understand mean, mode, range, and outlier

Mathematical Reasoning

- Make decisions about how to approach problems
- Use strategies, skills, and concepts in finding solutions
- Generalize from a particular problem to other situations

SOCIAL STUDIES

Learning Goals for Social Studies

In Fourth Grade students study the history of California. They study its ethnic diversity, the richness of its culture and its multiethnic heritage. The story of California begins in pre-Columbian times, in the culture of the American Indians who lived here before the first Europeans arrived. The history of California then becomes the story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks each left on the character of the state. Students use integrated, hands-on, project-based learning to develop a greater and more meaningful understanding of our state's history. They read the novel *Follow my Leader*, the story of a boy who is blinded in an accident and how he learns to work with his guide dog.

The Fourth Grade Project *Chesed* partners with Guide Dogs of America to understand the value of appreciating our gifts of sight, hearing etc., and helping those who are struggling - "Do not put a stumbling block before the blind." (Leviticus 19:14)

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- Identify and use geographical terms
- Explore the geography of California's regions, focusing on natural resources, borders, climate, industries, plant life, and animal life
- Identify and use a variety of maps
- Locate and label California's major cities, landforms, regions, bodies of water, neighboring states and countries on a map
- Explain the relationship between geography and humans
- Create a visual representation of a region
- Develop an appreciation for California

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- Research and discuss early explorers such as Columbus, Drake, Cabrillo, etc.
- Discuss process of claiming new land
- Understand goals of creating California missions
- Define missions, presidios, pueblos, settlements, colonies, etc.
- Describe and discuss California mission daily life

- Describe and discuss impact of missions on California natives
- Visit and explore Mission San Fernando
- Document mission visit with photographs to incorporate in iMovie
- Develop an appreciation for the beauty of California missions
- Prepare Mission research paper, and iMovie
- Define and use the following terms: rancho, ranchero, land grants, reattas, desueno, hide, vaquero, tallow, etc.
- Describe and discuss daily life on a rancho and document Rancho life with photographs from visit to Leonis Adobe
- Create a presentation about the Rancho period using an iPad application (Phoster, iMovie, Keynote, Lifecard, etc.)
- Describe the impact of trade on California
- Discuss the relationship between communication and geography in California
- Explore reasons behind changes in California's leadership

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood

- Imagine and describe life as gold rush pioneer on a gold rush journey
- Demonstrate understanding of the gold rush though a journal and ledger
- Identify, describe, compare and contrast different routes to reach California's gold
- Explore repercussions of gold rush on the land and people of California
- Experience gold panning and play an interactive simulation game where students live the life of gold miners and all of their trials and tribulations
- Read and discuss the diversity of miners during the Gold Rush
- Recognize the impact of persuasion on people during the Gold Rush
- Read the novel *By the Great Horn Spoon*, set during the Gold Rush
- Make the connection to the life of Israeli pioneers in Judaic Studies
- Define and discuss supply and demand

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s

- Understand how geography isolated California
- Describe how the railroad impacted California's future
- Explore and discuss the diversity of railroad workers on railroad construction
- Examine workplace prejudice
- Understand the impact of technology and development and develop an appreciation for technology
- Visit California Railroad Museum and play an interactive simulation game where students re-enact the rush to build the railroad by two competing companies

- Read the novel *The Iron Dragon Never Sleeps*

Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution

- Define and understand the functioning of the three branches of government focusing on Congress
- Explore and list how a bill becomes a law
- Identify symbols of California and discuss their significance: flag, seal, bird, flower, etc.
- Visit the State Capitol during Sacramento Trip

SCIENCE

In Fourth Grade students continue to engage directly with natural phenomena and the tools of science. They learn that science is relevant, interesting and challenging, and fosters the development of scientific attitudes such as curiosity, respect for evidence, flexibility, and sensitivity to living things. Students are expected to learn both the content and process of science. Students build upon their existing knowledge by formulating their own questions and predictions and conducting investigations. Working collaboratively in the science lab students are able to test procedures, collect and analyze data, use data to support conclusions, and communicate findings.

Learning Goals for Science

Physical Science

- Students enhance their understandings of electricity and magnetism and learn that electricity and magnetism are related effects that have many useful applications in everyday life
- Students design and build simple electrical circuits and experiment with wires, batteries, and bulbs, compasses and electromagnets
- Students learn that electric currents produce magnetic fields, construct basic electromagnets, and study how electromagnets work in simple devices
- Students learn that magnets have two poles and that like poles repel, while unlike poles attract each other. They observe that electrically charged objects may either attract or repel one another and that electrical energy can be converted into heat, light, and motion

Life Science

- Students expand their knowledge of food chains and food and study the decomposers of plant and animal remains, such as insects, fungi, and bacteria

- Students learn that producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and may compete with each other for resources in an ecosystem
- Students learn that ecosystems can be characterized by their living and nonliving components
- Students learn that all organisms need energy and matter to live and grow and that living organisms depend on one another and their environment for survival
- Students understand that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all
- Students learn about the vital role and benefits of microorganisms in the environment that most microorganisms do not cause disease

Earth Science

- Students learn that the properties of rocks and minerals reflect the processes that form them
- Students learn how to describe, sort, and classify rocks and minerals
- Students study the rock cycle and learn to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation
- Students study the processes of weathering and erosion and learn that these processes continually form sediments that form new rocks as a part of the constant recycling of Earth's crust
- They learn that waves, wind, water, and ice shape and reshape Earth's land surface

JUDAIC STUDIES

Learning Goals for Judaic Studies

Bible (*TaNaKH*)

In Fourth Grade students study "The Binding of Isaac" and continue through the story of Joseph in Egypt. Students relate the ideas and values learned in the Bible stories to their daily lives. Students are encouraged to find modern relevance in the ancient text and in both the classic and modern *midrashim* (commentaries). Key values identified include kindness, generosity, family relationships, faith, trust, and identity.

- Students recognize the holiness of *Torah*
- Students learn to analyze text, think critically and philosophically, and make inferences from the text
- Students identify with Biblical characters and the situations in which they find themselves
- Students identify values presented in the *Torah* and make connections between the past and present

***Tefilah* (Prayer)**

Students are encouraged to establish and maintain a relationship with God and the world around them.

- Students demonstrate understanding of the meaning, relevance, significance, theme, and concept of prayer
- Students learn to pronounce and recite new prayer words and to recognize and sing the tune (*niggun)* of prayer
- Students learn the historical, ethical, and religious significance of prayer and the context of prayer in relation to its relevant service, holiday, time, place, and season

***Chaggim* (Holidays)**

Students discuss the deeper meanings of each of the holidays, the key laws, and traditions (*dinim u'minhagim*) and connect the ideas and values to actions in their daily lives.

- Students identify the significance of the Jewish holiday, its historic background and particular customs, traditions, laws and holiday foods
- Students understand the historical connection to and the significance of the holiday for our lives today
- Students learn to recite and sing related prayers, blessings, and holiday songs

Israel and Zionism

- Students study the basic history of modern Israel and identify key personalities who inspired and nurtured the dream of a Jewish homeland
- Students understand Israel as both a historic and spiritual center of Judaism.
- Students study the geography of Israel
- Students compare the geography of Israel with California's geography
- Students understand the meaning, historical background and significance of Hatikvah and recognize the blessing for the State of Israel

HEBREW

The Hebrew language program aims to enhance students' oral, written and reading comprehension proficiencies, and to foster the connection to their Jewish heritage.

The Fourth Grade Hebrew Language Arts program utilizes the *Chaverim b'Ivrit* curriculum which is based on the principles of communicative-heritage language acquisition using an immersion approach to language learning. Within a visual and auditory Hebrew classroom environment students understand directions, respond to questions, comprehend short stories in Hebrew, and gain in their writing proficiency.

Learning Goals for Speaking and Writing (Based on ACTFL Hebrew Proficiency Guidelines)

1. Ask and respond, orally and in writing, to factual and interpretive questions on a variety of familiar topics (e.g. school, sports, clothes, family, friends, hobbies), using simple sentences, mostly in the Present tense and the Infinitive form. Writing is in cursive letters, without vowels
2. Engage in simple conversations and exchange opinions on familiar topics such as everyday activities, family, friends, using phrases such as: I feel… ...אני מרגיש ש, I think that… ...אני חושב ש
3. Describe or relate an experience or event, using mostly the Present tense, with short sentences, prepositions and phrases
4. Use numbers which include tens, hundreds and thousands in different contexts such as sports scores, dates and daily tasks, and ask and tell the time, including quarter and half an hour
5. Express need and necessity, and understanding or lack of understanding: (e.g.'May I go to the bathroom?' 'I don't understand.'- 'אני לא מבין, I know!'-''אני יודע! , 'I have a question.'- יש לי שאלה)

Learning Goals for Reading and Listening

1. Understand the main ideas and significant details of live and recorded conversations, interactions, passages, songs and presentations (e.g. current events), on topics from the immediate surroundings (e.g. family, friends, home, school) comprised of a limited number of connected sentences

2. Understand the main idea and identify Who, What, When and Where in simple texts such as dialogues, songs, letters and short narrative texts

3. Comprehend an expanded range of vocabulary

4. Understand vocabulary and basic structures in longer passages to get the gist of the text, and infer meaning from some unknown vocabulary by relying on context and background knowledge

5. Obtain information from short messages (e.g., invitations, directions, announcements)

ART

The Fourth Grade Art student perceives and responds to works of art through a communal studio experience that is centered around the key components of design. A core learning goal in Fourth Grade Art is for students to be able to develop the confidence to make creative decisions as well as independently apply a set of directions (in written, oral, and demonstrative form) to their projects. Cultivating an awareness of one's responsibility as a member of the studio community is integral to the fluidity of the studio atmosphere. Students discover new ways of using the Elements of Art and Principles of Design to create an interesting artwork. Investigating the characteristics of manipulating materials fosters creative skills in problem solving, communication, and management of time and resources. Students also analyze the role

and development of the visual arts in past and present cultures throughout the world, with a large unit devoted to the historical art of California.

Learning Goals for Art

- Perceive and describe contrast and emphasis in works of art and in the environment
- Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art
- Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood
- Describe the concept of proportion (in face, figure) as used in works of art
- Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment Describe how using the language of the visual arts helps to clarify personal responses to works of art
- Discuss how the subject and selection of media relate to the meaning or purpose of a work of art
- Identify and describe how various cultures define and value art differently
- Describe how the individual experiences of an artist may influence the development of specific works of art
- Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture)
- Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage

Activities:

- Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere)
- Use the conventions of facial and figure proportions in a figure study
- Use additive and subtractive processes in making simple sculptural forms
- Use fibers or other materials to create a simple weaving
- Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- Use the interaction between positive and negative space expressively in a work of art
- Use contrast (light and dark) expressively in an original work of art
- Use complementary colors in an original composition to show contrast and emphasis
- Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present
- Identify and describe how a person's own cultural context influences individual responses to works of art
- Gain visual literacy through a variety of applications such as constructing diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event

PHYSICAL EDUCATION

Students in Fourth Grade continue to review and build on all sports skills. Discussions and demonstrations become more in depth with the utilization of basic kinesthetic concepts. Students are challenged to analyze movement, and through discussion and experimentation make self-corrections. The emphasis on teamwork and fair play continues, students rotate to all positions in a game and follow up with a discussion on offense and defense strategies. Fourth Grade students continue to discuss fitness concepts and to actively lead warm-ups and fitness fun challenges.

Learning Goals for PE

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Body Management - Change direction quickly to maintain the spacing between two players

Locomotor Movement - Jump a self-turned rope

Manipulative Skills - Throw and catch an object with a partner while both partners are moving

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts - Explain the difference between offense and defense

Body Management - Describe the appropriate body orientation to serve a ball, using the underhand movement pattern

Manipulative Skills- Explain the similar movement elements of the underhand throw and the underhand volleyball serve

3. Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts- Participate in appropriate warm-up and cool-down exercises for particular physical activities

Aerobic Capacity - Participate each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity

Muscular Strength/Endurance - Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-up.

Flexibility- Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves

Body Composition - Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts - Identify the correct body alignment for performing lower-body stretches. Explain the principles of physical fitness: frequency, intensity, time, and type

Aerobic Capacity- Explain why a strong heart is able to return quickly to its resting rate after exertion. Identify two characteristics of physical activity that build aerobic capacity

Muscular Strength/Endurance - Describe the difference between muscular strength and muscular endurance.

Flexibility - Explain the value of increased flexibility when participating in physical activity

Body Composition - Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility - Collect data and record progress toward attainment of a personal fitness goal. Accept responsibility for one's own performance without blaming others

Group Dynamics - Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities

MUSIC

In Fourth Grade students perform and create music through the further development of skills, techniques, repertoire, personal expression and musicianship. They also employ their expanding vocabulary of music and classify a variety of instruments according to the way sound is produced. By learning more about music from around the world, they can recognize the influence of various cultures on music. Students learn secular and Judaic songs and combine their Jewish roots with the art of contemporary music.

Learning Goals for Music

- Read and perform simple melodic notation continuing with the pentatonic scale
- Read and perform rhythmic notation including sixteenth notes
- Listen, identify and describe the use of musical elements and historical contributions in examples from various genres and cultures
- Sing a varied repertoire of music including rounds and songs with ostinatos, incorporating music from the various cultures of California
- Utilize and improvise on barred instruments, African hand drums, recorders and classroom percussion to play melodies and add accompaniments to songs
- Compose basic rhythmic and melodic patterns on classroom instruments and through GarageBand with iPads

- Develop creative skills in problem solving, communication and time management through composing, performing, and collaboration
- Participate in Tefilah services and Judaic Holidays singing prayers, and singing traditional Israeli and contemporary melodies
- Reinforce the Jewish culture through a love for Judaic music

TECHNOLOGY

The Heschel Technology curriculum is aligned with the National Educational Technology Standards (NETS) that identify the skills and knowledge that students need to learn effectively and live productively in a digital world: Creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Learning Goals for Technology

- Demonstrate independent knowledge of general hardware, peripherals and network
- Continue to access software and functions of the operating system through guided and independent practice
- Continue keyboarding practice, increasing skills
- Communicate ideas and stories independently
- Begin using graphics/image editing software to create original works using various tools and design strategies
- Demonstrate independent knowledge of word processing software and its functions
- Begin video and audio production with the use of various software, hardware and equipment
- Become aware of proper and ethical means of social communication through technology
- Reinforce knowledge and use safe practices when accessing online technology
- Continue guided online research, reinforcing the concept of assessing its reliability and validity
- Access and responsibly use various social communication tools, both independently and collaboratively

LIBRARY

At Heschel Day School, the library program is designed to instill students with knowledge needed to become effective users and creators of information. In the library students are introduced to literature as well as expository texts that are appropriate to their reading and developmental levels. Books about Israel, holidays, and multi-cultural topics are highlighted throughout the year. The library supports and complements the school-wide curriculum by providing materials for class projects, reports, units of study, and instruction. Library resources span both general and Judaic studies.

In Fourth Grade, students become increasingly familiar with a variety of literary genres. They are able to perform author, title, and keyword searches using the online catalog. They are able to locate fictional, nonfictional, biographical, and reference books by using call numbers. Students begin to develop independent research skills, such as formulating pertinent questions and selecting research materials. They are able to use various strategies to analyze and organize information, such as note-taking and paraphrasing, and how to record citations.

Library Learning Goals for Fourth Grade

- Use more sophisticated search techniques
- Use standard reference tools in print and online
- Understand and explain the organization of nonfiction books in the school library (e.g., the Dewey decimal system)
- Become more knowledgeable about online searching, the use of electronic menus and icons, and URL Internet extensions (e.g., *.com*, *.org*, *.edu*, *.gov*) while using approved or personal passwords appropriately.
- Learn about the role of media
- Extract information from resources; record the main ideas and significant details from research
- Identify the factors that make a source comprehensive, current, credible, accurate, and authoritative
- Read increasingly complex works, including a wide representation of grade-level-appropriate text such as classic and contemporary literature, magazines, newspapers, online information, and informational text
- Know the purpose of age-appropriate book awards such as the Caldecott, Newbery, and California Young Reader awards

FIFTH GRADE

OVERVIEW

In Fifth Grade, students are beginning an academic stage of reading and learning for life. They begin to acquire and apply a full and complex range of lifelong language and literacy skills, while continuing to develop socially and emotionally. Reading fluently and accurately remains a goal for all students, with deeper analysis of literature and informational texts. Through projects, inquiry, and meaningful discussion students develop a deep understanding of "big ideas" and are encouraged to ask meaningful questions. Connections are made across the curriculum. Students work to solve problems individually and collaboratively. Technology is integrated across the curriculum through a one-to–one iPad implementation.

Students have Hebrew and Judaic Studies classes every day, as well as a weekly *Shabbat Tefilah*, Judaic Music and Israeli dance classes. In Judaic Studies they study about leadership and have opportunities to demonstrate their leadership skills in many different situations, in both Judaic and General Studies. The Fifth Grade Project *Chesed* is based on the value of *Kibud Zekanim* (Honoring the Elderly) and partners with the Jewish Home for the Aging.

LANGUAGE ARTS

Fifth-grade students read a wide range of materials, including literature from different times and cultures and informational texts on grade-level topics in all subject areas. They read accurately and fluently. The emphasis in fifth grade is on students' comprehension of complex narrative and informational texts. Students use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

Learning Goals for Reading

- Analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts
- Determine the main themes or points of text
- Understand how the author's evidence and reasons support the theme or argument of the text, and draw inferences or conclusions supported by details from the text
- Read and analyze a variety of historically and culturally significant works of

literature, including stories, drama poetry, and other genres

- Use comprehension strategies including predicting, inferring, making connections, visualizing and summarizing
- Identify and deconstruct literary elements such as: character, setting, plot, conflict, tone, climax, resolution, theme, main idea. Identify structures of nonfiction including: table of contents, heading, index, glossary, graphic aids, footnotes, captions, bibliography
- Make connections: text to text, text to self, text to world. Develop vocabulary across the curriculum and through word-study

Learning Goals for Writing

In Fifth Grade, students write for many purposes and different audiences. Units include personal narrative, personal essay, literary essay, persuasive essay, research essay, and fiction writing.

- Demonstrate knowledge of the conventions of Standard English grammar and usage, capitalization, spelling, and punctuation
- Demonstrate an understanding of the structures and organization of text, and experience with the stages of the writing process (e.g., prewriting, drafting, revising, editing)
- Use words, phrases, and clauses to link opinions to reasons and to connect ideas to related ideas; use narrative techniques, such as dialogue, description, and pacing, to develop the story line or characters
- Group related information logically
- Revise, edit, and rewrite compositions
- Conduct research projects that provide practice in gathering information, using print and digital sources, and summarizing information in notes
- Write with an awareness of audience and purpose
- Use resources to gather information to support the main idea and use technology to create documents
- Use transitional words or phrases to link paragraphs and ideas
- Explore what it means to be a writer; students keep writer's notebooks, choose their own topics, revise to elaborate, and use writer's craft to make their writing powerful

Learning Goals for Listening and Speaking

In Fifth Grade students engage in collaborative discussions on fifth-grade topics and texts. They actively listen and respectfully contribute their ideas and opinions while staying on topic and relating their thoughts to those shared by their classmates.

- Demonstrate active listening skills

- Use sentence starters and phrases that encourage meaningful, respectful discussion

- Express ideas and opinions clearly and articulately
- Identify and analyze logical fallacies in speakers' presentations or from media sources
- State an opinion and support it with a logical sequence of evidence
- Use gestures and expressions to convey meaning when reciting a section of a speech or poem or read from a historical or scientific document
- Use print and digital reference materials to determine the correct pronunciation and meaning of words and to identify alternate word choices in all fifth-grade content areas

MATHEMATICS

In Fifth Grade students hone their mathematical skills. They are able to reason abstractly and quantitatively, explain their reasoning as they problem-solve, and critique the reasoning of others. They apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators. They develop an understanding of the multiplication and division of fractions. Students develop fluency in multiplying and dividing decimals to hundredths and finalize fluency using the four operations with whole numbers. They find the volume of right rectangular prisms and classify two-dimensional figures into categories based on their properties. Students graph points on a coordinate plane to solve real-world problems.

Learning Goals for Math

Number Sense and Operations

- Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents
- Understand and apply inverse relationship of addition and subtraction, and multiplication and division
- Understand the relative magnitude of numbers
- Understand that there are many ways to describe a quantity
- Understand structure of base ten systems with positive integers and decimals to the thousandths place, and explain patterns
- Write and understand positive integers and decimals in standard, expanded, and word form using exponents
- Add and subtract integers using a number line

- Use absolute value to find the difference of two integers
- Read, write and compare decimals
- Read, write and compare fractions
- Use place value to estimate and round positive integers and decimals
- Replace given fractions with equivalent fractions and explain the relationship
- Understand and explain reasoning behind simplifying fractions
- Understand conversion between improper fractions and mixed numbers
- Add and subtract fractions with like and unlike denominators
- Multiply and divide fractions
- Solve word problems involving positive integers, decimals, fractions, percents, etc.

Algebra and Functions

- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results
- Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution
- Use order of operations to solve equations and expressions
- Understand difference between an expression and an equation
- Know and use distributive property in equations and expressions with variables
- Identify and graph ordered pairs in the four quadrants of the coordinate plane
- Identify patterns and relationships between corresponding terms
- Form ordered pairs consisting of corresponding terms from two patterns and graph ordered pairs on a coordinate plane

Geometry and Measurement

- Understand and compute the perimeter, circumference, volume and area of simple objects
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures
- Use addition and subtraction to solve problems involving time and schedule
- Convert like measurements within a given measurement system (customary and metric)
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement (cubic units)
- Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools
- Know that the sum of any triangle is 180° and the sum of any quadrilateral is 360°

- Classify two dimensional figures based on their properties

Statistics, Data and Probability

- Understand mean, median, and mode
- Explain which types of graphs are appropriate for various data sets
- Write ordered pairs correctly and interpret meaning of the data represented.

Mathematical Reasoning and Problem Solving

- Analyze problems by identifying relationships and observing patterns
- Distinguish relevant information from irrelevant information
- Use diagrams and models, to explain mathematical reasoning
- Sequence and prioritize information
- Determine when and how to break a problem into smaller parts
- Evaluate reasonableness of answer by use of various methods (including estimation) in the context of the original problem
- Use a variety of methods such as words, numbers, symbols, charts, graphs, tables,
- Use strategies, skills, and concepts in finding solutions
- Move beyond a particular problem by generalizing to other situations

SOCIAL STUDIES

In Fifth Grade students study the history of the development of the United States, emphasizing the period up to 1850. Students focus on the creation of a new nation formed by immigrants from all parts of the globe. They study the development of government and institutions that were influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government. Students examine the building of a new society that embodied the promises of the Declaration of Independence. The narrative for the year reflects the experiences of different races, religions, ethnicities, and both genders. Students also continue to develop the civic and economic skills they will need as citizens. The Fifth Grade Project *Chesed* is based on the value of *Kibud Zekanim* (Honoring the Elderly); taking care of the elderly and showing respect and awareness of generations. The Fifth Grade class partners with the Jewish Home for the Aging.

Units

- The Land and People before Columbus and Age of Exploration
- Cooperation and Conflict in North America - Settling the Colonies

- The Road to War - the American Revolution
- A New Nation - Life in the Young Republic
- The Development and Significance of the U. S. Constitution
- The New Nation's Westward Expansion

Essential Questions in Fifth Grade Social Studies

- Why do people leave their homes and explore?
- What does it take to build a new society?
- What is worth fighting for?
- What is the purpose of government?
- How did early Americans decide how to treat each other?

Learning Goals for Social Studies

- Students study the major pre-Columbian settlements
- Students trace the routes of early explorers and describe the early explorations of the Americas
- Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers
- Students understand the political, religious, social, and economic institutions that evolved in the colonial era
- Students explain the causes of the American Revolution
- Students understand the course and consequences of the American Revolution
- Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American Republic
- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems
- Students know the location of the current 50 states and the names of their capitals

SCIENCE

During Fifth Grade, students learn to develop questions that they can test by planning their own investigations. They learn to use appropriate tools to make quantitative observations.

Learning Goals for Science

Physical Science

Students learn that elements and their combinations account for all types of matter in the world and that living organisms and most materials are composed of just a few elements.

- Students distinguish between molecules and atoms, and chemical compounds and mixtures
- Students learn the periodic table of the elements, the special properties of metallic elements and salts, and chemical reactions
- They learn that metals have properties in common; some metals are pure elements, while others are composed of a combination of elemental metals
- Students also learn the common properties of salts

Life Science

Students learn the basics of physiology, focusing on the internal structures and processes of living things.

- Learn that plants and animals have specialized structures for the vital functions of respiration, digestion, waste disposal and transport of materials
- Study blood circulation and respiration and digestion in humans and animals
- Learn about photosynthesis

Earth Science

Students learn about earth's water, earth's weather, and the Solar System.

- Students learn that water on earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths

JUDAIC STUDIES

Students study Judaic Studies every day. In addition, students participate in *Shabbat Tefilah* every Friday and have Judaic Music and Israeli Dance every week.

Learning Goals for Judaic Studies

Bible (*TaNaKH*)

Students study the Book of Exodus. They study the journey from slavery to freedom and the forty year journey of the Children of Israel through the wilderness. Students study the character of Moses and examine his qualities of leadership and the role he played unifying a nation. Students are introduced to *Torah* commentators, including Rashi, to enhance and deepen their understanding of the *TaNaKH*.

A three-level system is used to read and analyze the Biblical text:

1) "*Pshat*"- the surface meaning of the text
2) "*Midrash*"- the comments and questions of classical and modern commentators regarding a deeper understanding of the text
3) "Personal *Midrash*"- in depth discussions of the connection between the text and students' lives. Students examine how the study of the *pshat* and *midrash* inform our daily lives.

Prayer (*Tefilah)*
Students gain mastery of the *Shacharit* (morning) service, *Kabbalat Shabbat*, the *Amidah,* Y*igdal*, *the Kedusha,* and the *Ashrei*. This part of the curriculum is called the "*kevah*" of the liturgy.

During Judaic Studies class, students delve into the deeper meanings of the *tefilot* - the "Intention" of the Prayers *(Kavannah B'Tefilah)* - and attempt to create personal connections to the text. Students are challenged to connect values inherent in the *tefilot* to their daily lives.

Golden Age of Sephardic Jewry
In Fifth Grade Judaic Studies students study the Golden Age of Sephardic Jewry. This unit is integrated with the General Studies unit, Discovery and Exploration of the New World. Key concepts studied include diversity, religious freedom, emigration, religious tolerance/intolerance, Ashkenazik and Sephardic Jewry, and Jewish emigration to the new world. This unit of study culminates in a family *Havdalah* celebration, showcasing what students have learned.

Holidays (*Chaggim)*
Students study the Jewish holiday throughout the year. They discuss the deeper meaning of each of the holidays, the key laws, and traditions (*dinim u'minhagim*) and students connect the ideas and values to their daily lives. As the year begins students study the Shofar**,** the meaning of *Teshuvah* (repentance), and *Selichah* (forgiveness) as it relates to the High Holy Day cycle. The Shofar Unit culminates with a visit from the "Shofar Factory" and each student makes their own Shofar.

HEBREW

In Fifth Grade the Hebrew curriculum emphasizes oral communication, vocabulary expansion, reading of Hebrew text, and reading comprehension, using the *Chaverim B'Ivrit* (Friends in Hebrew), and *Chagim B'Ivrit* (Holidays in Hebrew) program. Instructional units are designed thematically and include stories, modern Israeli music and culture, and a wide variety of activities and games. The immersion principles of language instruction are utilized in order to create the best environment for attaining and advancing Hebrew proficiency.

Learning Goals for Speaking and Writing (Based on ACTFL Hebrew Proficiency Guidelines)

- Engage in basic communicative exchanges, by asking and replying to simple questions about themselves, their immediate surrounding and their every-day activities, using the present tense, the infinitive form and occasional past tense verbs
- Summarize a short story orally and in writing, in a string of sentences
- Expand conversational ability using new information (e.g. present a current event/news headline of his/her choice, specifying the place, time and short description of the event).
- Support and explain their answers to questions on familiar topics using the phrase 'because'
- Write short, simple communications in connected sentences about personal preferences, daily routines and events (e.g. an invitation)

Learning Goals for Reading and Listening

- Understand the main idea from simple connected texts on familiar topics
- Identify and understand basic structures and vocabulary in longer passages containing unfamiliar material
- Rely on context in order to infer meaning of unknown vocabulary
- Understand speech dealing with areas of practical need
- Understand simple, sentence length speech in a variety of basic personal and social contexts
- Listen to and understand modern Israeli music in Hebrew

ART

In the Fifth Grade students strengthen their observational drawing techniques so that they can effectively communicate their personal visions with intent, confidence, and satisfaction, as well as develop a personal style. Using the Elements of Art and Principles of Design, students analyze, assess, and derive meaning from works of art, including their own. As a way to analyze the role and development of the visual arts in past and present cultures students study Judaic art and ceramics. They learn how to identify and comment on human diversity as it relates to the visual arts and artists. Students apply what they learn in the visual arts across subject areas, especially in their General and Judaic Studies unit on Sephardic culture.

Learning Goals for Art

- Use the vocabulary of the visual arts to express their observations
- Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
- Identify and describe characteristics of representational, abstract, and nonrepresentational works of art

- Understand the historical contributions and cultural dimensions of the visual arts
- Describe similarities and differences in works of art and in the environment
- Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists
- Identify and describe various fine, traditional, and folk arts from historical periods worldwide
- Identify and compare works of art from various regions of the United States
- View selected works of art from a major culture and observe changes in materials and styles over a period of time
- Make informed judgments by developing and using specific criteria as individuals and in groups to assess works of art

<u>Activities</u>

- Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art
- Combine skills, processes, materials, and tools to create a work of art
- Use one-point perspective to create the illusion of space and to depict geometric objects in space
- Create gesture and contour observational drawings
- Create an expressive abstract composition based on real objects

- Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional
  composition that reflects unity and harmony and communicates a theme
- Use perspective in an original work of art to create a real or imaginary scene
- Communicate values, opinions, or personal insights through an original work of art
- Perceive and respond to works of art, objects in nature, events, and the environment
- Assess their own works of art, using specific criteria, and describe what changes they would make for improvement
- Gain Visual Literacy through identifying and creating and design icons, logos, and other graphic devices as symbols for ideas and information
- Connect and apply what is learned in the Visual Arts to other art forms and subject areas and to careers

PHYSICAL EDUCATION

Students in the Fifth Grade continue to review and build on all sports skills. Discussions and demonstrations become more in depth with the utilization of basic kinesthetic concepts. Students are challenged to analyze movement, and through discussion and experimentation make self-corrections. The emphasis on teamwork and fair play continues, students rotate to all positions in a game and follow up with a discussion on offense and defense strategies. Students record results in all fitness challenges, set goals for improvement and re-examine their goals as they move through the year. All Fifth Grade students complete the fitness challenges set forth in the Presidential Fitness Challenge. Fifth graders have the opportunity to play on competitive school sports teams throughout the year.

Learning Goals for PE

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Examples:

Body Management - Perform simple small-group balance stunts by distributing weight and base of support

Locomotor Movement - Jump for height, using proper takeoff and landing form. Jump for distance, using proper takeoff and landing form

Manipulative Skills - Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern. Throw and catch an object underhand and overhand while avoiding an opponent

2. **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

Movement Concepts - Explain the importance of open space in playing sport-related games

Body Management - Explain how to adjust body position to catch a ball thrown off-center

Manipulative Skill - Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery

Combination of Movement Patterns and Skills - Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person

3. **Students assess and maintain a level of physical fitness to improve health and performance.**

Fitness Concepts - Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking

Aerobic Capacity - Participate each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity

Muscular Strength/Endurance - Perform an increasing number of oblique curl-ups on each side. Perform increasing numbers of triceps push-ups

Flexibility - Perform flexibility exercises that will stretch particular muscle areas for given physical activities

Body Composition - Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities

Assessment - Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment

4. **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Fitness Concepts - Explain why dehydration impairs temperature regulation and physical and mental performance. Explain the elements of warm-up and cool-down activities

Aerobic Capacity - Determine the intensity of personal physical activity, using the concept of perceived exertion

Muscular Strength/Endurance - Explain the benefits of having strong arm, chest, and back muscles

Flexibility - Explain the benefits of stretching after warm-up activities

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility - Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each

Social Interaction - Contribute ideas and listen to the ideas of others in cooperative problem-solving activities

Group Dynamics – Accommodate individual differences in others' physical abilities in small-group activities

MUSIC

In Fifth Grade, students perform and create music through the further development of skills, techniques, repertoire, personal expression and musicianship. Students analyze how different elements are used in music of various styles and from many cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. Their increased knowledge of musical elements and vocabulary help them to support their opinions about specific musical selections.

Learning Goals for Music

- Read and perform simple melodic notation continuing with the pentatonic scale and introducing the C major scale
- Read and perform rhythmic notation including syncopation
- Listen, identify and analyze the use of musical elements and historical contributions in examples from various genres and cultures
- Sing a varied repertoire of music including rounds and songs with ostinatos

- Utilize and improvise on barred instruments, African hand drums, recorders and classroom percussion to play melodies and add accompaniments to songs
- Compose basic rhythmic, melodic, and chordal patterns on classroom instruments and
  GarageBand using iPads
- Develop skills in problem solving, communication and time management through composing, performing, and collaborating with other students
- Participate in *Tefilah* services and Judaic holidays singing prayers, and singing traditional Israeli and contemporary melodies

- Study and perform music for the Sephardic Jewry unit

TECHNOLOGY

The Heschel Technology curriculum is aligned with the National Educational Technology Standards (NETS) that identify the skills and knowledge that students need to learn effectively and live productively in a digital world: Creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts.

Learning Goals for Technology

- Gain independent knowledge of general hardware, peripherals and network
- Continue to access software and functions of the operating system through guided and independent practice
- Continue keyboarding practice, increasing skills
- Independently communicate ideas and stories
- Learn graphics/image editing software to create original works using various tools and design strategies
- Transition to having independent knowledge of word processing software and its functions
- Begin video and audio production with the use of various software, hardware and equipment
- Are made aware of proper and ethical means of social communication through technology
- Reinforce their knowledge and use safe practices when accessing online technology
- Continue guided online research, reinforcing the concept of assessing its reliability and validity

- Access and responsibly use various social communication tools, both independently and collaboratively

LIBRARY

The Library program is designed to instill students with knowledge needed to become effective users and creators of information. In the library students are introduced to literature as well as expository texts that are appropriate to their reading and developmental levels. Books about Israel, holidays, and multi-cultural topics are highlighted throughout the year. The library supports and complements the school-wide curriculum by providing materials for class projects, reports, units of study, and instruction. Library resources span both general and Judaic studies.

Fifth-grade students continue to read a wide variety of grade-level-appropriate text, both in print and online. They are able to locate each category of the nonfiction section, are able to distinguish between the different genres of fiction, and further increase their understanding of literary elements. They understand how features of both print and digital text make information accessible and use these specialized text features to locate relevant information. Students independently use the online catalog to find materials in the library and use appropriate reference materials to obtain needed information. In Fifth Grade students are able to navigate the research process from beginning to end by completing the following steps:

- Choosing and developing a topic
- Using multiple sources of information
- Finding facts within a text
- Taking notes
- Organizing material
- Restating concepts and ideas in their own words
- Correctly citing both print and digital resources

TIKKUN OLAM

"Living involves responsible understanding of one's role in relation to all other beings."
Rabbi Abraham Joshua Heschel

Judaism believes that the goal of Jewish existence is nothing less than to perfect the world under the rule of God (From the *Aleinu* Prayer). We reach this goal by helping those who are in need, by easing people's suffering in the world, and by improving the lives of people whose lives are in some way broken. Each of us has an obligation to

make the world a better place. Our sages teach us that while no single person can repair the entire world alone, we are still required to do our part in the work (*Pirkei Avot* 2:16).

At Heschel we see *Tikkun Olam* as an integral part of the school's philosophy and curriculum. When students participate in acts of *Tikkun Olam*, they not only help to make the world a better place; they also learn about themselves and how to be a compassionate person. Students at Heschel learn that we can live by our values, and that as a school we can impact and improve the lives of others. Students experience how the values they learn about in their classrooms apply beyond the walls of school.

Project *Chesed* (Loving Kindness)

At Heschel, the obligation of *Tikkun Olam* is fulfilled by taking part in Project *Chesed* - learning and projects that help to repair the world. Each grade level studies a particular Jewish value and partners with an organization or project that represents that value. Throughout the year, students engage in both classroom and experiential learning activities that help deepen their understanding of their particular Jewish value and the cause associated with it. By focusing on a specific target area and performing *gmilut chasadim* (acts of loving kindness), students build leadership and gain tools for reaching out to others. Students at each grade level participate in a yearlong community service project which is both developmentally appropriate and integrated throughout the curriculum.

Project *Chesed*

Jewish Value	Gr.	Theme/Unit	Partner Organization
sIng, tk lgr os-kg Do not stand idly by while your neighbor suffers	K	Community: People who help us	**Fire Department (LAFD Widow's and Orphan's Fund)**
Don't separate yourself from the community	1	Children around the world; those who are far needier than we are	**Children's Hunger Fund**
We are guardians of the Earth	2	Taking care of the environment	**Tree People**
lInF lgrk ,cvtu Love your neighbor as yourself	3	Respecting other cultures; sharing differences and commonalities Native American, awe of nature	**Para Los Ninos Charter School**
kafn i,, tk Do not put a stumbling block before the blind	4	Appreciating our gifts of sight, hearing etc.; helping those who are struggling	**Guide Dogs of America**
ohbez sUCF Honoring the elderly	5	Taking care of the elderly – respect and awareness of generations	**Jewish Home for the Aging**

MIDDLE SCHOOL COURSE OVERVIEW

	6th Grade	7th Grade	8th Grade
MATH	**Emerging from Concrete to Abstract** Math 6 Principles of Math Algebra 1A Honors	**Expanding Abstract Reasoning** Math 7 Transition Math Algebra 1A Honors Algebra 1B Honors	**Solidifying Abstract Thinking** Pre Algebra Algebra 1AB Algebra 1B Honors Geometry Algebra 2
HISTORY	**Ancient Civilizations** Geography	**Late Antiquity to Early Modern Times** Current Events	**US History and Government** US Geography Current Events
SCIENCE	**Earth's Resources** Scientific Measurement Atomic Structure Optics/Electromagnetic Spectrum Plant Reproductive Cycle Adaptations to Tidepools Earth's Resources Earth in Motion- Stories in the Rocks	**Health/Life Science** Nutrition and Digestion Cardiovascular & Respiratory Systems Cell Structure and Function Genetics Animal Diversity Marine Biology Adolescent Health	**Physical Science** Patterns of the Periodic Table Atomic Structure and Bonding Electromagnetic Radiation Forces, Motion, and Newton's Laws Velocity and Acceleration Rocketry
ENGLISH	**Changing Perspectives: Discrimination, Society, and the Individual** Interpretive Reading and Writing Realistic Fiction, HIstorical Fiction, Science Fiction, Non-Fiction, and Greek Mythology grammar, vocabulary	**Loyalty and Overcoming Obstacles** Analytical Reading and Writing Multiple genres in Contemporary and Classic Literature Shakespeare grammar, vocabulary	**From Innocence to Experience** Thesis and non-thesis driven writing Analytical Reading and explication of text & Annotation Multiple Genres Grammar, vocabulary
HEBREW	**Communication: Life in Israel** Reading, Writing, Speaking and Listening through Biblical and modern texts. Hebrew Alef Bet Gimel Dalet	**Communication: When and Where in Israel** Reading, Writing, Speaking and Listening through Biblical and modern texts. Hebrew Alef Bet Gimel Dalet Vav	**Communication: The World Around Us** Reading, Writing, Speaking and Listening through Biblical and modern texts. Hebrew Alef Bet Gimel Dalet Vav

JUDAIC STUDIES	**Personal Autonomy:** **"If I am not for myself, who will be for me?"** Text study Torah Reading Life Cycle Holidays Parashat Hashavua	**Communal Responsibility** **"If I am only for myself, what am I?"** Contemporary Jewish/Israel Dilemmas Social Justice Jewish History Rabbinic interpretation Holidays Parashat Hashavua JCAT	**Global Impact:** **"If not now, when?"** Jewish History and Philosophy Jewish Identity Interviews with Shoah Survivors Tikkun Olam Holidays Parashat Hashavua
PHYSICAL EDUCATION	**Fundamentals** Skills and form Sports and recreation	**Fitness** Team & Tournament play Leadership & sportsmanship Presidential Fitness	**Teamwork** Strategic play Referee skills Peer teaching
ROTATION (grade 6) & ACADEMIC ELECTIVES (grades 7/8)	Technology Art SEL/Study Skills Workshop Innovation Lab	Spanish 1 Introduction to Yearbook Art Speech & Debate American Sign Language History Alive Israel in You Current Events Accelerate (English Enrichment)	Spanish 1 Spanish 2 Yearbook Design & Production Art Speech and Debate Logic Games and Mind Benders Academic Seminar Freestyle Sports
EXPLORATORIES (Trimester modules)	**Sample offerings:** Art Astronomy Gardening Communications: Social Media Musical Theatre/Chorus Set Design Sports Teams Robotics Coding Drum Circle Creative Writing Dance Speech and Debate Middle Feast (Cooking) Kindergarten Assistant Film Criticism Introduction to French Digital Storytelling Drama Japanese Anime Knitting		
TEAM SPORTS	**Trimester 1**	**Trimester 2**	**Trimester 3**
	Girls' Team Sports: 6, 7, 8 Basketball	Girls' Team Sports: 6, 7, 8 Soccer	Girls' Team Sports: 6, 7, 8 Volleyball
	Boys' Team Sports: 6, 7, 8 Football	Boys' Team Sports: 6 Basketball 7, 8 Basketball 7, 8 Soccer	Boys' Team Sports: 6 Soccer 7, 8 Volleyball

Daily Schedule and *Shabbat* Schedule

MONDAY/THURSDAY

TIME	CLASS
8:00-8:50	Period 1
8:55-9:45	Period 2
9:45-9:55	Nutrition
9:55-10:30	Period 3: Advisory
10:35-11:25	Period 4
11:30-12:20	Period 5
12:20-12:50	LUNCH
12:55-1:45	Period 6
1:50-2:35	Period 7
2:40-3:30	Period 8: Exploratory

TUESDAY/WEDNESDAY

TIME	CLASS
8:00-8:50	Period 1
8:55-9:40	Period 2
9:40-9:50	Nutrition
9:55-10:45	Period 3
10:50-11:40	Period 4
11:45-12:30	Period 5
12:30-1:00	LUNCH
1:05-1:55	Period 6
2:00-2:45	Period 7
2:50-3:30	Period 8: Office Hours

FRIDAY

TIME	CLASS
8:00-8:45	Period 1
8:50-9:35	Period 2
9:35-9:45	Nutrition
9:50-10:35	Period 3
10:40-11:25	Period 4
11:30-12:15	Period 5
12:15-12:40	LUNCH
12:45-1:30	Period 6
1:35-2:15	Period 7
2:20-3:00	Period 8

Minimum Day Dismissal: 12:00PM

SIXTH GRADE ENGLISH

OVERVIEW

Students in sixth grade English study the elements of literature and move from literal understanding to critical analysis. Sixth grade English introduces students to literary characters in a variety of genres: realistic fiction, historical fiction, science fiction, and non-fiction. Through the themes of coming of age and the journey of the hero, students form connections in each of the various literary selections as they learn different ideas, arguments, and perspectives.

In writing, students express themselves both formally and informally. Through discussion and sharing of written work, students form opinions and develop communication skills. Grammar and punctuation are taught as tools for improving writing. Writing progresses from descriptive, narrative, and summary to analysis and synthesis as students learn to develop a controlling idea. A collection of writing is generated to illustrate growth as students write, revise, and reflect on their writing,

Core Resources:

- *Where the Red Fern Grows* by Wilson Rawls (Historical Fiction)
- *The Giver* by Lois Lowry (Science Fiction)
- *The Outsiders* by S.E. Hinton (Realistic Fiction)
- *Anne Frank: Life in Hiding* by Johanna Hurwitz (Non-Fiction)
- *Remember: The Journey to School Integration* by Toni Morrison (Non-Fiction)
- D'Aulaires Greek Mythology
- Rules of the Game (Grammar)

Learning Goals for Reading:

- Analyze language, an author's choice of words, and language context clues
- Comprehend abstract references
- Annotate text: identify symbolism, similes, metaphors, hyperbole
- Identify elements of a novel: character, plot, setting, conflict, resolution
- Increase vocabulary from literature; incorporate words into writing
- Compare and contrast different works from the same author, specifying theme, setting, character, and culture

- Identify structural elements of non-fiction and obtain information from non-fiction sources
- Identify the major characteristics of different types of fiction (Historical, Realistic, Science) and non-fiction
- Analyze the importance of setting and its effect on the conflict/resolution
- Identify and categorize narrator and his or her credibility when relaying the story
- Identify themes and the values they convey to the reader
- Recognize figurative language (simile, metaphor, hyperbole) and its effect on the literature

Learning Goals for Writing:

- Respond to prompts from the literature extracting meaning from narrative
- Write well organized paragraphs with topic sentence, supporting details, and conclusion
- Incorporate relevant quotations from a novel into writing; cite quotations according to MLA standards
- Progress from single paragraph to three paragraph essay in structured format: Topic sentence, concrete detail, commentary, conclusion
- Reflect comprehension of literature and respond to a prompt
- Vary sentence structure e.g. nouns before pronouns, subordinate clauses,
- Select a form of writing - narrative, persuasive, article - to serve the intended purpose
- Engage the reader and state the purpose with a coherent thesis statement
- Develop the topic using vivid details and/or sensory details
- Conclude with a logical, effective statement

Learning Goals for Grammar:

- Learn and master eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection
- Learn the conventions of the comma, semi-colon, and colon
- Review the rules of ending punctuation and capitalization
- Identify indefinite pronouns and learn to avoid them in writing
- Learn the correct use of pronouns
- Learn correct capitalization

Learning Goals for Speaking and Listening:

- Deliver presentations with a clear focus
- Read aloud using intonation and appropriate pauses
- Identify mood and emotion in work when the teacher reads aloud
- Listen for and identify meaning and figurative devices when others read
- Speak with purpose
- Listen for information
- Respond to others' contributions politely; participate in a meaningful manner

6TH GRADE HISTORY
ANCIENT CIVILIZATIONS

OVERVIEW

In 6th Grade History students expand their understanding of history by studying the peoples of the major Western and non-Western Ancient Civilizations. The Sixth Grade study of Ancient Civilization emphasizes nomadic life, human behavior, settlement, "progress," and the human condition. Students study and analyze the significance of geography on the development of the human story. To introduce and grapple with the vast diversity among human societies, we look to the land and its natural resources, focusing on information provided through archaeology and on the emergence of culture as it developed through settlement. The study of world history and geography emphasizes the contributions of great ancient societies in the Near East (Mesopotamia, Egypt, Kush), Far East (India and China), Greece, and the Americas. The impact of ancestral Hebrews is interwoven into this class. Special attention is paid to the journeys of the ancient Hebrew (Israelites) people and the ways that they interacted with and mutually influenced the cultures around them.

Emphasis is placed on everyday lives, the accomplishments of people, and their roles in developing social, economic, and political structures, as well as establishing and spreading ideas which changed the world forever. Students engage in critical thinking by analyzing the various cultures, and comparing and contrasting. Working in teams, students engage in comparative analyses across time and cultures, tracking the continuity of human experiences and the emergence of fundamental laws among civilized people. Students research how civilizations evolve into complex societies with stable food supplies, specialization of labor, systems of government, societal hierarchies, and a highly-developed culture. Ongoing references to art, architecture, and literature parallel and reflect historical developments.

Core Resource:

History of Our World, Prentice Hall, (2005)

UNITS:

1st Trimester- Beginning of Human Society

- Geography and Pre-history
- Beginning of Civilization
- Fertile Crescent
- Babylon and Assyria

- Mesopotamia
- Phoenicia
- Ancient Israelites – Judaism
- Ancient Egypt and Numidia

2nd Trimester

- Ancient India
- Ancient China

3rd Trimester

- Ancient Greece
- Ancient America: Maya-Inca-Aztec

SIXTH GRADE SCIENCE

OVERVIEW

Sixth Grade Science introduces each of the major strands of physical and life science. Sixth Grade units of study include magnets and motors; optics; measuring time; plant growth and development; and a brief investigation into the concept of time. The Sixth Grade year closes with a look at Human Development including conversations covering human anatomy, changes during puberty, and substance abuse.

Scientific progress is made by asking meaningful questions and conducting careful investigations. Sixth grade skills include observing, measuring, and identifying properties, seeking evidence, recognizing patterns and cycles, relating cause and effect, recording and interpreting data, and designing and constructing controlled experiments. The El Capitan field trip supports 6th Grade Science studies.

Learning Goals for 6th Grade Science

UNITS:

1. Magnets and Motors
    - Investigate the properties of magnets
    - Investigate relationship between magnetism and electricity
    - Design and construct experiments with electromagnets
    - Develop and test hypotheses
    - Report findings through written lab reports (Produce formal lab reports in a standard format including computer generated drawings of the lab set-up, methods and conclusions)
    - Investigate the production of electricity
    - Develop working electric motors
    - Apply knowledge to the production of an electric car

2. Optics
    - Analyze the properties of light by experiment using equipment
    - Explore light and its interaction with matter
    - Explore how we perceive the visual experience
    - Investigate the Electromagnetic Spectrum
    - Break down the utilization and application of the wavelengths of the Electromagnetic Spectrum

- Investigate the biology (structures and functions) of the eye
- Dissect a cow's eye
- Report findings through written lab reports

3. Experiments with Plants
    - Identify key variables that affect the life, health, and reproductive capabilities of Wisconsin Fast Plants
    - Design and conduct controlled experiments to manipulate those variables
    - Plant, observe, collect, record, and interpret data on a daily basis (measurement in metrics) reflecting the manipulation of the variables
    - Produce journals of data and observation and compare and contrast data

4. Preparation for Class Trip to El Capitan
    - Research indigenous organisms
    - Investigate Riparian, Chaparral, and Tidal Zone ecosystems
    - Prepare PowerPoint Presentations with embedded video
    - Study methodology of public speaking and delivery in front of a classroom audience

Learning Goals for Science:

1. Make science relevant, interesting, and challenging
2. Contribute to students' conceptual understanding of their world
3. Develop scientific-reasoning and problem-solving skills
4. Foster the development of scientific attitudes, such as curiosity, respect for evidence, flexibility, and sensitivity to living things
5. Engage students directly with natural phenomena, the tools of science, real-world problems, and technological design challenges
6. Build on students' prior knowledge and experiences and allow them to apply problem-solving strategies in new concepts
7. Provide opportunities for students to test procedures, collect and analyze data, use data to support conclusions, and communicate findings
8. Expose students to various career paths in the sciences.
9. Foster positive attitudes toward science
10. Stimulate the development of critical thinking by providing situations that promote curiosity and inquiry

6TH GRADE JUDAIC STUDIES

OVERVIEW

Sixth Grade marks the beginning point of the journey through middle school. Sixth Graders are beginning the transition between being children and becoming young men and women. The overall goal, in the Sixth Grade year of Judaic studies, is to build upon the skills and knowledge students learned in their elementary years and begin to show them a deeper and more mature way of approaching the texts and traditions.

Curriculum units allow students to begin this journey. Judaic Studies class will challenge the assumptions students have had of themselves and of their faith. That struggle in them will, we believe, make them more confident adult Jews. The primary goal of the course is to examine the responsibilities that come with increased autonomy. Students examine this theme through liturgy, the text of the *Torah*, holidays, current events, and literature.

Unit 1: The Book of Life

In this unit, we begin our focus on personal choice and responsibility. As we enter the High Holy Days of Rosh Hashanah and Yom Kippur, students will examine through discussion, close reading of liturgy, and personal reflection, the responsibilities to better him/herself in the coming year. We look at the idea of the Book of Life, and the choices that we make each day that affect ourselves and others. Students will create a handbook to help guide them to make conscious and responsible choices in the coming year.

Unit 2: *Shemot (Beshalach)*

The story of the Book of Exodus lies at the very heart of the Jewish people. In elementary school, students studied the famous Passover story, right up to the moment where the Egyptians drown at the Sea of Reeds. Our study picks up on the other side of the Sea as the Israelites begin their 40-year journey to the Promised Land. Students examine the journey of the Israelites as they move from slavery to autonomy. They look at their conflicts, their responsibilities and their mistakes, as they reflect on their own increased autonomy, having moved from elementary to middle school. Students learn text study skills through this unit; they work in *chevruta* in order to engage in the complexity of the text. They look both at the text of the *TaNaKH* and its commentaries, and come with their own *midrashim*.

Unit 3: Hanukkah

Students further examine the idea of responsibility through the story of Hanukkah. Students discuss the concept of assimilation vs. rebellion and the relative drawbacks and merits of both.

Unit 4: *Shemot (Yitro)*

In this text study unit we focus on *Ma'amad Har Sinai*. While continuing to use and develop text study skills, students examine the origins of the Ten Commandments and other *mitzvot* that we received from God at Sinai. We look at the origin of rules and discuss their function as underpinnings of society. We also examine the nature of leadership and its various forms.

Unit 5: *Shemot (Ki Tisa)*

In this text study unit, we examine the Golden Calf incident. Students look deeply into the text and commentaries to determine who should carry the responsibility of this momentous mistake. This unit culminates in a mock trial in which Aaron must defend his actions in building the Golden Calf.

Unit 6: *Haskalah* (Enlightenment)

The themes students explored in the Chanukah unit are fully fleshed out in our study of the Enlightenment. Students delve into the concept of autonomy and its responsibilities through a historical period in which doors were opened for the Jewish people, giving them more choice and forcing them to make difficult decisions about their relationship with their community and faith. Through this unit students learn about the birth of Jewish movements and increase their understanding of varied forms of Jewish practice.

Unit 7: *Tefilah*

In this floating unit we discuss the nature of prayer, and delve more deeply into the liturgy for the Saturday morning *Shabbat* service. Students learn the content of prayers, as well as their meaning. We connect the themes of the prayers to the text study units.

Learning Goals for Judaic Studies

- Examine the meanings of prayers with a more sophisticated lens.
- Evaluate their own relationship with prayer and determine steps to take to gain a deeper personal connection
- Identify the larger themes of the High Holy Day liturgy and personalize these themes
- Examine the themes of assimilation and rebellion in Maccabean Revolt and connect them to their own families' stories of coming to America

- Uncover *kushiyot* based on deep readings of *TaNaKH*
- Collaborate with peers to uncover hidden truths within the *TaNaKH*
- Identify with characters and their experiences within the *Torah*
- Familiarize themselves with the *Shabbat* service liturgy and engage in leading a service
- Connect the themes in the *Shabbat* liturgy through themes in the *TaNaKH*
- Distinguish the divergent ways that Judaism is practiced in the different denominations and identify their roots in the Enlightenment/*Haskalah*
- Reflect on their own Judaic practices.
- Explicate the texts affiliated with Jewish holidays as we proceed through the Jewish calendar.
- Discover the ways in which the weekly *parshiyot* connect to modern life.
- Participate in a *Shabbat* morning service and understand the meaning behind the prayers.
- Work with others in teams and *chevruta* in order to further their own understandings of religious themes.

SIXTH GRADE PHYSICAL EDUCATION

OVERVIEW

In Sixth Grade the focus of the Physical Education curriculum is on skill development in both team and individual sports. Sports and activities include basketball, track and field, flag football, volleyball, softball, strength training, rhythms, and aerobics. Sixth grade students follow a progressive fitness development program reinforced with a fundamental understanding of human physiology. Fitness instruction alternates with sports programs, and special games and challenges bring the grade together as a whole. Each class begins with stretching and low impact circuit training.

Learning Goals for 6th Grade Physical Education

Examples:

1. **Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Manipulative Skills

- Volley an object repeatedly with a partner, using the forearm pass.
- Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

Combinations of Movement Patterns and Skills

- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- Combine motor skills to play a lead-up or modified game.
- Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- Explain how to increase force based on the principles of biomechanics.
- Explain how impact force is reduced by increasing the duration of impact.

- Analyze and correct errors in movement patterns.

Manipulative Skills

- Explain the role of the legs, shoulders, and forearm in the forearm pass.
- Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

Combination of Movement Patterns and Skills

- Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

3. Assess and maintain a level of physical fitness to improve health anand performance.

- Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Monitor the intensity of one's heart rate during physical activity.

4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Distinguish between effective and ineffective warm-up and cool-down techniques.
- Identify contraindicated exercises and their adverse effects on the body.
- Classify physical activities as aerobic or anaerobic.

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- Participate productively in group physical activities.

Social Interaction

- Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- Identify and agree on a common goal when participating in a cooperative physical activity

SIXTH GRADE ACADEMIC ELECTIVES

Students in Sixth Grade participate in three Academic Electives, each lasting a trimester. Students participate in Art, Technology and Trope.

Art

Sixth Grade art students have an intensive one-trimester studio experience that focuses on several foundational topics. The student artists create projects that span the coursework of three-dimensional sculpture, two-dimensional illusion of form and shadow, using perspective to create the illusion of depth, color investigation, and observational drawing and painting.

Technology

The trimester of Technology focuses on the goal of getting all students comfortable with the hardware and software in order to support their success in the middle school core academic classes. We begin practicing the three most important skills: navigating the online student portal (Haiku), using the FirstClass email system for communicating with teachers, and saving digital files correctly to the school server. We also consider our roles as digital citizens: the privileges, the responsibilities, how to stay safe, and how to observe proper "Netiquette". Students complete assignments with the programs most often used by middle school teachers for class projects: programs such as Word, PowerPoint, and MovieMaker/iMovie. The assignments include compiling research and images for the middle school mock elections, as well as short films about the novels from their English classes. Students may choose to complete enrichment projects for their Ancient Civilization class as well.

Trope

This course helps students begin to learn how to read from the *Torah* and be *Shabbat* morning *tefilah* leaders. At the conclusion of the trimester, students are able to chant verses from the *Torah* using trope, the cantillation marks that tell us how to sing the word; describe the structure of the *Torah* service; and lead the main prayers from one section of a *Shabbat* morning service. This course also prepares students to lead an annual sixth grade *Shabbat* Morning Service. Every skill learned during the trimester is directed toward that day. The sixth grade service is a milestone in the academic lives of Heschel students.

SEVENTH GRADE ENGLISH

OVERVIEW

Seventh grade English exposes students to classic and contemporary literature, emphasizing interpretation, reflection, and analysis. Genre and thematic approaches include topics of courage, self-discovery, and the human condition. Book selections may include works by Karen Hesse, John Steinbeck, Jack London, and William Shakespeare, supplemented by essays, poetry, and short stories.

Writing is taught as a process and focuses on narrative and thesis-driven essays. Students create and refine coherent and unified paragraphs with supporting details, leading to five paragraph essays. Coherence is expressed through paragraph organization, varied sentence structure, proper grammar, and the use of transitional devices. A collection of work reflects students' progress in creating more controlled, concise, and critical essays. Vocabulary is generated from the literature and integrated into discussions and papers.

Core Resources:

1. Literature: Each student receives their own copy of a book so that they can be annotated.

- *Of Mice and Men* by John Steinbeck
- *Call of the Wild* by Jack London
- *Chains* by Laurie Halse Anderson
- *Fahrenheit 451* by Ray Bradbury
- *A Midsummer Night's Dream* by William Shakespeare
- *Brooklyn Bridge* by Karen Hesse
- *Out of the Dust* by Karen Hesse
- *The Children of Willesden Lane* by Mona Golabek

2. Composition Books: Used for maintaining Cornell notes, dialectical journaling, and recording new vocabulary.

Learning Goals for Reading:

- Read grade-level appropriate literature: Historical Fiction, Dramas, Plays, Non-fiction, and Poetry, Science fiction
- Identify and annotate new vocabulary, similes, metaphors, and elements of narrative plot (initial conflict, climax, resolution, symbols, and theme) in literature

- Articulate orally and in writing author's purpose, foreshadowing, as well as characters' thoughts, words, and actions. Recognize and analyze recurring ideas (i.e. bravery, loyalty, loneliness) across literary works
- Develop vocabulary by extracting words from class texts, and using new words in context both orally and in writing

Learning Goals for Writing:

Response to Literature:

- Write well-organized expository compositions with a clear beginning, supporting evidence, commentary, and a conclusion. Compositions reflect careful reading, understanding, and insight.
- Insert textual evidence using MLA parenthetical citations.

Research Report:

- Write a researched-based narrative in one of the following formats: persuasive speech, Power Point, Prezi, or newspaper article.
- Cite sources including photographs, following MLA guidelines in order to avoid plagiarism.

Poetry:

- Write a Shakespearean sonnet in iambic pentameter and rhyme as well as other forms of poetry.

Narrative:

- Create a first-person narrative of a character in a class text, in the form of a scrapbook or a time capsule.
- Write a first person narrative of a character in a class text, using personification and metaphor. (Honors)

Note Taking:

- Students master the Cornell Notes method and maintain notes on all class texts.

Learning Goals for Grammar:

- Learn and master eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection
- Identify an independent clause and a subordinate clause
- Review the rules of punctuation and capitalization

- Identify indefinite pronouns and learn to avoid them in writing

Learning Goals for Listening and Speaking:

- Deliver coherent presentations
- Read original poetry and/or narrative with poise.
- Memorize lines from a Shakespeare play and deliver them with appropriate intonation.
- Actively and respectfully listen to peers in class discussions and provide focused and constructive feedback to speakers.

Seventh Grade Shakespearean Evening

Students read and study William Shakespeare's comedy *A Midsummer Night's Dream* and Sonnets 18, 33, and 104 by. Students will know how to scan and label metered verse, iambic pentameter, and multi-stanza rhyme scheme. In addition, students study the life of Shakespeare and Elizabethan culture.

Students and teacher create a short film, a retelling of *A Midsummer Night*. Students write original sonnets that follow Shakespearean conventions and publish them in an anthology. Students memorize dialogue and stage Act 5 of *A Midsummer Night's Dream* as well as learn and perform a 16th century Bergomask dance.

The Shakespeare project culminates with the film's premiere, a student performance of Act 5 of *A Midsummer Night's Dream,* the Bergomask dance, and the presentation of the students' sonnet anthology at a Shakespearean Evening.

7TH GRADE HISTORY
MEDIEVAL AND EARLY MODERN TIMES

OVERVIEW

In 7th Grade students study the social, cultural, and technological changes that occurred in Europe and Asia from 100-1789 C.E. In addition to addressing the core curriculum areas outlined in the California State Standards, 7th Grade Social Studies integrates Jewish history into a global context.

7th Grade Social Studies begins with a look at the growth of Rome, its architecture, political legacy, and impact on the people of Judea. The theme of connection and conflict between religions is traced through a study of Christianity's origins. Students examine core religious and social institutions of the Middle Ages including the church and the feudal manor. The second trimester focuses on two major civilizations of the East, looking at Chinese systems of belief and government and at the teachings and traditions associated with Mohammed, emphasizing the role of Muslims in preserving and advancing the sciences in the Middle Ages. The central theme of the final trimester is the dynamics of historical change in Europe. We observe how war, disease, and ideas about individual rights led to the decline of feudalism. Students identify forces for change stimulated by the Enlightenment, including the fundamental premise of democracy and its ongoing influence on the world today.

Multiple modes of instruction motivate students to empathize with historic figures and concretize abstract concepts. Cooperative learning, interactive reading strategies, dramatic reenactments, projects, and writing for understanding are used to make history come alive.

Core Resource:

History of Our World, Prentice Hall (2005)

Units:

1st Trimester- Death of Empires

- Roman Republic
- Roman Empire
- Barbarians-Dark Ages
- Qin to Qing Dynasties of China (highlighting the T'ang & Ming)

2nd Trimester-Medieval Times

- End of Dark Ages-Charlemagne
- Byzantium-Eastern Roman Empire
- Islam
- Imperial-Shogun Japan
- Feudalism
- Crusades
- Black Plague

3rd Trimester-Renaissance, Exploration & Conquest

- Renaissance Artists
- Renaissance Social Cultural Advances
- 100 Years War
- Reformation
- Counter Reformation
- Tudor England-Elizabethan Europe
- Age of Explorers
- Aztecs-Conquest of Mexico
- Incas-Spanish Conquest
- New World Colonies
- Age of Enlightenment

7TH GRADE SCIENCE
HEALTH/LIFE SCIENCE

The Seventh grade science program is built upon the theme of *B'tzelem Elohim*, where all of creation has been formed in the image of God, setting the tone of respect for all of life. Whether we are snorkeling in Catalina or participating in group activities in the lab, the respect for the fragility of life and the interconnectedness of every component of an ecosystem is at the forefront of our approach to our studies.

We begin the year with a detailed study of the human digestive, circulatory and skeletal systems, actively involving students in a variety of labs such as observing diffusion using dialysis tubing, testing foods for starch, sugars, and caloric content, as well as analyzing liver enzymatic functions. We then move into the study of cells and cellular functions along with the development of microscopy techniques. Following the unit on cell division, we investigate simple Mendelian genetics, culminating with a presentation on specific human inherited challenges.

The study of fungus opens opportunities for our students to investigate, design, implement, collect and record data on individual projects. Their lab-work becomes the groundwork for a scientific paper, with an emphasis on a proper lab format, integrating appropriate paragraph writing from their English classes.

The Catalina field trip supports our Marine Biology unit as students experience snorkeling, shark and algae labs, (including a petting area with sharks and rays), and hiking to witness the contrast between indigenous and introduced species. Our concluding unit focuses on the endocrine system, stressing the delicate balance of hormone functions, especially at puberty.

Learning Goals for Science:

Units:

1. Human Body Systems
    - Investigate and study the Digestive System
    - Trace nutrients as they are processed by the digestive system, pass into the bloodstream, and are transported to individual cells
    - Measure nutritive values and caloric content of various foods
    - Explore the breathing mechanism: how oxygen enters the body, passes into the bloodstream, and is transported to individual cells where it combines with nutrients to release energy
    - Investigate the dynamic relationship between the Respiratory System and its associated systems

- Develop an inquiry dealing with the use of the energy released during respiration by the musculoskeletal system
- Investigate the Circulatory System Explore the transport system of the heart and blood vessels—is followed by a
- Design and execute an experiment with controls and variables into a written formal lab report, including data, graphs, and conclusions.

2. Cell Unit
    - Microscopy of Elodea, Cheek Cells, Onion Cells, Goldfish tail (live), -- precise drawings from each lab, properly labeled including the lab activity of observing Osmosis
    - Analyzing the analogy of cell parts to a school

3. Genetics Unit
    - Guide students through Mendelian Genetics (Genetic wheel, PTC tasting, Interactive games on-line).
    - Prepare a detailed Genetics Project research report in the form of a student-designed website with APA formatted bibliography and grading rubric.

4. Catalina Island 3-day Trip
    - Research on phylogenetic tree (classification) in preparation for trip
    - Participate in sessions, snorkeling, and labs (algae, fish, plankton, oceanography, shark, and terrestrial) at Catalina Island Marine Institute.

5. Frog Dissection
    - Complete a frog dissection – follow directions, rxecute precise incisions, and record observations in writing
    - Identify parts and functions.

6. Human Development Unit
    - Discussions, questions, and use of appropriate terminology.

7. Los Angeles River Project
    - Participate in regular visits for clean-up, sampling for and data collection on water quality tests.
    - Upload data into an international data-base "World Water Monitoring"
    - Propose designs for the mosaic mural.

7TH GRADE JUDAIC STUDIES

OVERVIEW

The Seventh Grade Judaic Studies curriculum seeks to meet the diverse needs and interests of our students as they experience their *Bar/Bat Mitzvah* year and the identity issues that often accompany this stage of development. Class sessions are filled with engaging activities, discussions, and meaningful learning. The curriculum includes several innovative units which open the doors to important and interesting components of our culture and history. The theme of this Judaic Studies class is the **connection** among self, community, and tradition. Each student is asked to answer the question, "How does what we're learning apply to me and Jewish life today?"

Unit 1: The *Chaggim* (Holidays) – Analysis of the *Rosh Hashanah Torah* reading of the *Akeyda* (Binding of Isaac) through artistic commentary. In April students will create and lead an interactive student *Seder*.

Unit 2: Social Justice – An integrated unit asking the questions, "What is my responsibility as a person and specifically as a Jew?" and the cycle of poverty, which weave together important issues in our society with Judaic text.

Unit 3: Introduction to Rabbinic Literature (*Mishnah*) – This unit looks at Jewish Law, from inception to its function in helping us cope in today's world, through the study of selected texts.

Unit 4: *Shoah* (Holocaust) – This unit is an in-depth study of the Nazi's rise to power, and the persecution and deliberate extermination of religious and social groups during World War II. Students create a timeline and focus on the victimization and catastrophe that befell the Jewish people, through documentaries and survivor testimonials.

Unit 5: Zionism (Late 1800's – 1948) – This unit looks at the essential personalities and events leading to the establishment of the State of Israel. Who were the inspirational, philanthropic, visionary, organizational, political, and military Zionist leaders who took this country from dream to reality? What obstacles did they need to overcome?

Jewish Court of All Time (JCAT) - From late September through early December Seventh Grade participates in an internet-based historical simulation developed by the School of Education at the University of Michigan. Students get to know a personality in Jewish history, world history, or a humanitarian. They research this person and

write a biographic profile including their background, accomplishments, defining life experiences, and personality. Students interact with all the other personalities in the simulation that are played by students from other Jewish Day Schools around the country, teachers, and the participants at the University of Michigan. An issue is presented and all participants "gather" to discuss and vote on the outcome as the Jewish Court of All Time.

Learning Goals for 7th Grade Judaic Studies:

- Critically analyze our texts.
- Engage in *Tikkun Olam*
- Examine the extent to which Judaism plays a role in our lives.
- Compare the complex dilemmas people struggled with throughout history, with dilemmas people struggle with today.
- Analyze the *Akeyda* narrative and the nature of this test.
- Apply and enhance *Torah* analysis skills.
- Gain an appreciation for Rabbinic and artistic *Midrash*.
- Examine the pervasiveness in a wide variety of Jewish texts of the *mitzvah* (commandment) of giving to the poor.
- Analyze different ways of giving and their impact on the cycle of poverty.
- Examine the evolution of Jewish law from God and the *Torah* to Rabbinic Literature and contemporary *Tshuvot* (Responses)
- Apply various layers of text to a contemporary dilemma.
- Understand the difference between primary and secondary sources.
- Analyze the succession of events between the German's loss of World War I and the Nazis' mass murder of 11 million people in World War II.
- Explain the strategies the Nazis employed to achieve a high level of widespread anti-Semitism.
- Examine the multitude of personalities and variety of contributions made to make the Zionist dream a reality.
- Connect each topic to the student's identity as a Jew; how we are shaped and impacted by both our individual and collective experiences.

SEVENTH GRADE PHYSICAL EDUCATION

OVERVIEW

In Seventh Grade skill development continues in basketball, flag football, track and field, volleyball, and softball. New sports introduced in the seventh grade are hockey and lacrosse. Each day is started with stretching and low impact circuit training. Students in the Seventh Grade participate in the rigorous Presidential Fitness Challenge that pre-tests in five major components of fitness: muscular strength, muscular endurance, flexibility and agility, and cardiovascular endurance. Yearlong personal fitness goals are established, and personal progress is tracked and analyzed in Science classes. Students receive certificates acknowledging their individual accomplishments.

Learning Goals for Seventh Grade Physical Education

Examples:

1. **Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Manipulative Skills

- Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Combinations of Movement Patterns and Skills

- Combine manipulative, locomotor, and non-locomotor skills into movement patterns
- Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.

2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts

- Analyze movement patterns and correct errors.
- Use principles of motor learning to establish, monitor, and meet goals for motor skill development.

Combination of Movement Patterns and Skills

- Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

3. Assess and maintain a level of physical fitness to improve health and performance.

- Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- Evaluate individual measures of physical fitness in relationship to patterns of physical activity.

4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
- Identify physical activities that are effective in improving each of the health-related physical fitness components.
- Match personal preferences in physical activities with each of the five components of health-related physical fitness.

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- Accept responsibility for individual improvement.

Social Interaction

- Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- Identify the responsibilities of a leader in physical activity.

SEVENTH GRADE ACADEMIC ELECTIVES

Students in Seventh Grade select one Academic Elective each year, based on students' interests, teachers' recommendations, prior performance, and standardized test scores. Final selection of electives involves the mutual agreement of students, parents, and faculty. Letter grades for academic electives appear on students' transcripts

Seventh Grade Elective Courses include:

- Spanish 1
- Introduction to Yearbook
- Rotation
- Academic Achievement Seminar.

Spanish 1

The Spanish program offers a comprehensive experience in conversation, oral reading, writing, and vocabulary, as well as an understanding of language structure. These courses also incorporate a cultural immersion into the customs and traditions of Spanish speaking people in our local community and around the globe.

Spanish 1 presents the structure of the language, vocabulary building, and the present, present progressive, preterit, and future tenses. Also included are regular, irregular, and stem-changing verbs; adjectives, adverbs, direct and indirect objects, articles, command forms, declarative, interrogative, and explanatory sentences. A strong emphasis is placed on cultures, including Maya, Aztec, Inca, and Moche.

Social dimensions of today's Latin population, the role of Hispanic society, and related issues of diverse cultures are addressed. Various art and music activities, such as weaving, painting, pottery, costume creating, doll making, singing, and dancing are integrated to enrich the study of the cultures. Students enjoy a field trip to Olvera Street in downtown Los Angeles to experience cultural events and practice their language skills.

Introduction to Yearbook (7th Grade)

Abraham Joshua Heschel Day School's Yearbook is a beautiful, glossy album of photographs and text that traces students' lives at Heschel. It represents a permanent record of shared experiences and includes student photos, classroom activities, staff, and school trips. The Yearbook is designed and produced by students, who write photo captions and submit photos throughout the year. The end product is a school-wide memory that lasts a lifetime.

Seventh Graders enrolled in the Yearbook elective enjoy a critical look at publications from the viewpoint of layout and design, as well as production timetables. Students learn the various file formats required of high-quality printed pieces. Their Yearbook assignments include creating specified pages using professional programs like *PhotoShop*, *Illustrator* and *Yearbook Avenue*, along with digital cameras and scanners. In addition to the design process, students learn how to write coherent captions and stories, as well as how to proofread and edit their pages. Following the publication deadline of the Heschel Yearbook, students produce and present a very popular year-end photo review assembly for their peers, highlighting the events of the year.

Rotation

The Rotation elective is a year-long sequence of varied course experiences. Seventh Grade Rotation includes Speech and Debate, Art, and Drama.

Speech and Debate

The Speech and Debate class emphasizes the development of a coherent argument, sound support evidence, clarity, and concise articulation of ideas. Student experiences include timed, prepared pro and con arguments, and impromptu speaking formats. Topics range from humor to current events.

Art

The Art rotation employs interesting two and three dimensional materials to learn basic principles of drawing, painting, sculpture, and collage while building appreciation, knowledge, and skills.

Drama

Drama develops the students' stage presence as they learn basics of theatre arts and improvisation. Students will learn how to speak, stand, and collaborate with others onstage. This rotation will culminate in a performance during the Seventh grade Shakespearean Festival.

Academic Achievement Seminar

Academic Achievement Seminar provides students with an additional year-long opportunity to develop mastery of mathematical concepts and English skills. The seminar is conducted by an English and Math teacher.

8TH GRADE ENGLISH

OVERVIEW

Eighth Grade English exposes students to significant American writers. Students learn to appreciate the novel in a historical context, witnessing the continuity of the human condition as it applies to their own lives and times. Eighth grade literature focuses on the journey from innocence to experience.

Poetry, fiction, essays, and non-fiction are incorporated into the curriculum. Students analyze and discuss characterization, plot, conflict, setting, theme, and point of view, and explicate text to extract its deeper meaning. Students are exposed to a variety of essays that model both thesis-driven and narrative writing. Students are introduced to stylistic devices: sentence structure, voice, and placement, enhancing the impact of their writing in both personal narratives and analytical essays.

Vocabulary, punctuation, grammar, and syntax are systematically introduced and reinforced throughout all units of study. Vocabulary is generated from model essays, literature, and non-fiction. The revision process is emphasized as students tighten, sharpen, and brighten their writing. A collection of students' writing is maintained as a record of individual progress.

Core Resources:

Summer Reading

- *The Contender* by Robert Lipsyte
- American and Israeli Short Stories
    - "Harrison Bergeron" by Kurt Vonnegut, Jr.
    - "Breaking the Pig" by Etgar Keret

Academic Year

- *The Book Thief* by Markus Zusak
- *To Kill a Mockingbird* by Harper Lee
- *Montana 1948* by Larry Watson (Honors)
- Additional materials:
    - Poetry
    - Short Stories
    - Essays
    - Newspaper and Magazine Articles
    - Movies
    - News videos

- In-house Grammar Book (Honors and Grade-level Editions)

Learning Goals for Reading:

- Become active and critical readers of fiction, non-fiction and poetry
- Read, understand and explain a variety of age-appropriate materials
- Understand "sub text" by examining structure, theme, symbolism, plot, setting, diction, syntax, patterns, and cultural references
- Learn to annotate their reading
- Assess web sites for reliability

Learning Goals for Writing:

- Communicate orally and in writing to different audiences for a variety of purposes
- Produce different types of writing that include informative, compare and contrast, persuasive and literary response narrative, descriptive, persuasive, literary response, and critical essay writing
- Write coherent and focused compositions that convey a well-defined perspective using clear, precise language
- Create compositions that establish supportable theses, provide logical and precise details, and end with clear conclusions
- Establish coherence and unity within and among paragraphs
- Utilize the writing process: brainstorming, prewriting, writing, revising, and editing
- Understand the fundamentals of MLA citing and the reasons behind its use
- Understand what plagiarism is and how to properly research and cite other's work
- Develop vocabulary
- Become familiar with and comfortable using literary language

Learning Goals for Grammar:

- Use correct punctuation and capitalization
- Understand all parts of speech
- Understand subject/verb agreement
- Understand phrases and clauses
- Understand and use varied sentence types
- Understand complements, loose and periodic sentences, passive and active voice, pronoun case and parallelism (Honors)

Learning Goals for Speaking and Listening:

- Engage in a variety of discussions with diverse partners
- Express opinions clearly and effectively, using supporting arguments, and building on the opinions of others
- Understand a speaker's argument and specific claims, evaluating, identifying, and questioning information
- Create presentations with various media and formats
- Understand the importance of expression (mood and tone) in verbal language

8TH GRADE
UNITED STATES HISTORY

OVERVIEW

Soon after the start of the school year, groups of 8th Grade students visit the East Coast and Israel. The trips provide students with an opportunity to experience life and history in the cultural and political centers from which our American Jewish identity is formed.

In 8th Grade Social Studies students learn to link the past to the present, and analyze and evaluate the events and ideas that have created the American nation. Students are encouraged to view history as a narrative which is pieced together from evidence and the perspectives of interpreters. Students examine historical events through multiple viewpoints.

Students experience United States History through a rich array of historical evidence including: primary and secondary source readings, art, artifacts, maps, simulations, and films. This course encompasses historical events from Colonization into the Twentieth Century. Themes explored include rebellion and civil disobedience, checks and balances in government, the balance created through the tension between opposing groups and powers, the role of technology in shaping a country's history, and the ideals and promise of the Americas vs. its reality. Using multiple sources of information including the ubiquitous access to information through technology, the course aims to develop students' abilities to synthesize, put into context, draw conclusions, and evaluate historical events.

Throughout the year students study the growth of our country and the evolution of American ideals of **equality**, **rights**, **liberty**, **opportunity** and **democracy**. Students examine how these concepts shifted in definition, perception, and actuality from the framing of the Constitution to the Progressive Era.

Learning Goals for Eighth Grade History

- Examine major documents preceding the founding of the United States and rank their influence on the development of American constitutional democracy.
- Compare and contrast the experiences and motivations of different participants in the Revolutionary War to discover the complexities of the conflict.
- Outline the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny.
- Identify and rank the multiple causes of the Civil War.

- Analyze the impact of new technologies on the action and the outcome of the Civil War.
- Uncover and evaluate the character and lasting consequences of Reconstruction.
- Synthesize the effects of American immigration with the transformations of the American economy and social landscape that occurred during the ProgressiveEra.

Facing History and Ourselves

Facing History and Ourselves is a seminar highlighting racial and cultural injustice using lessons about taking responsibility for the world around you. Through literary as well as a variety of media resources, students, in grades 6-8, are presented with historical and political examples of bigotry and indifference.

By facilitating discussion and thinking critically, Facing History and Ourselves delivers classroom strategies, resources, and lessons that inspire young people to take responsibility for their world.

Facing History's work is based on the premise that we need to-and can- teach civic responsibility, tolerance, and social action as a way of fostering moral adulthood.

At the heart of the work is the resource book ***Facing History and Ourselves: Holocaust and Human Behavior,*** which explores the consequences of hatred. Students meet exemplars of courage and compassion in the face of injustice and see that their own daily choices can have a major impact and perhaps even be a critical link to a safer future.

8TH GRADE
PHYSICAL SCIENCE

OVERVIEW

In Eighth Grade Science students explore the physical world through a meaningful study of Physics and Chemistry. In the course of these investigations students acquire a strong knowledge base in the physical sciences, including opportunities to develop their research, presentation, and scientific writing skills.

The Physics curriculum includes the investigation of the forces of motion, energy transformations, simple machines, and Newton's Laws. Elements of design and engineering are incorporated throughout the year developing students' problem-solving abilities, creativity, and confidence in this area. The study of Chemistry includes properties of matter, mixtures and solutions, atoms, the periodic table, and chemical reactions.

The course also includes a review of anatomy, physiology of the reproductive system, birth control, and sexually transmitted diseases, as well as an overview of drug education, taught together with the Judaic Studies unit on Sexuality and Jewish Values.

Learning Goals for 8th Grade Science

Units

1. Energy, Machines and Motion (Introduction to Physics)
    - Understand Newton's Laws
    - Understand Hooke's Law
    - Explore Nature of Forces and Work
    - Explore Energy Transformations
    - Understand Work and Power and their relationship
    - Introduce Technological design and application
    - Investigate Simple Machines - application of knowledge of work, force, and power
    - Study Mechanical Advantage and Efficiency of Machines

2. Properties of Matter (Introduction to Chemistry)
    - Determine and predict Density
    - Study Density of Gases
    - Study Temperature and Density
    - Understand changing Matter and Mass
    - Investigate Mixtures, Solutions and Solubility

- Explore relationship between Mass, Volume, and Density (Measurement and Calculation)
- Construct and calibrate thermometers
- Investigate the effect of Temperature change on matter
- Investigate Phase Change
- Investigate pure Substances vs. Mixtures
- Understand Chemical reactions (Single, Double Replacement, Decomposition, and Synthesis)
- Introduce the concept of Elements and Compounds
- Decipher the organization of the Periodic Table
- Predict reactions, write balanced equations and incorporate balanced equations into conversion of units to Moles.
- Collect Data and Graph Data for each lab activity, and produce written lab report with data, analysis, and conclusions

8TH GRADE JUDAIC STUDIES

OVERVIEW

Eighth Grade marks the end point of the journey through middle school. The overall goal in the Eighth Grade year of Judaic Studies is to take students to a place of reflection on where they have been and where they are going. Eighth graders will take stock of all they have learned up to this point through the lens of our cultural and traditional commonplaces, including: *Torah*, the people of Israel, the land of Israel, and God.

The journey is framed using the idea of a Jewish GPS: Where are you now, and where are you going? How will Judaism lead you to your destination?

As individuals we make a multitude of decisions every day. How do we come to these decisions? Our decisions are based on many factors; we learn from our parents, teachers, and observed behaviors of others. We take into account our own experiences, what we have learned inside and outside the classroom, and the traditions and cultures of our community.

Unit 1: Spirituality and *T'shuvah*

This *Rosh Hashanah* and *Yom Kippur* unit looks closely at one's relationship with God and spirituality through the concept of *t'shuvah*.

Unit 2: Joseph and His Brothers (Relationships)

Through the close study of the story of Joseph and his brothers, students examine the challenges of intrapersonal relationships, choices and ethical dilemmas.

Unit 3: Hanukkah

In this unit students reflect on the history of Hanukkah, looking closely at the revolt of the Macabees against the Greek ruling power. In their U.S. History class students examine the complex causes of the American Revolutionary War. These two subjects are integrated by considering the larger themes of rebellion and the decisions that both the Maccabees and the Patriots had to make in order to foment a revolt against a much larger and more powerful force.

Unit 4: The *Shoah* (Survivor Interviews)

The horrors of the *Shoah* (Holocaust) are more than 60 years in the past. We are at a critical point in our history. In a few short years, the last people who witnessed Hitler's

atrocities will be gone. We will have no one who can give us a first-person account of what happened in that incredibly dark time. It is up to the next generation to learn the story of those who came before them so that they might pass it on to future generations. In conjunction with *Facing History and Ourselves*, an internationally recognized Holocaust Education group, students interview survivors so that they can gain a first-hand understanding of the stories and events of the *Shoah.*

Unit 5: Our *Parshiyot*

During this unit, students work together in teams to study a *parashah* in depth. After comparing commentary and their own opinions, students design an educational experience for their peers to communicate the important themes from the *parashah*.

Unit 6: *Eretz Moledet* (Israel as our Homeland)

This unit explores *Eretz Yisrael* as our *Eretz Moledet*; (the land of Israel as our Homeland). Students will contemplate: how is it possible for us to have a connection to a homeland that we do not live in, and that many of us have not yet visited? How does our connection to Israel shape our views about politics, world issues, and Judaism? What are our responsibilities living in the *Diaspora*?

Unit 7: *Siyum*

Students synthesize their understanding of their own Jewish identity in relationship to God, the land of Israel, the People of Israel, and the *Torah*, through discussions and a culminating project.

Learning Goals:

- Analyze their Jewish identity and examine the role it plays in the process of *tshuvah*.
- Apply Jewish philosophies about relationships to the characters in the story of Joseph and their own lives.
- Examine the Maccabean Revolt within the larger context of revolutions throughout time.
- Connect personally with the people who survived the *Shoah* and internalize their stories for future posterity.
- Collaborate with peers to uncover hidden truths within the *TaNaKH.*
- Explain the relationship that we, as American Jews, have with Israel.
- Synthesize the major themes of the course and their Jewish experience at Heschel to construct a portfolio.
- Work with others in teams and *chevruta* in order to further their own understandings of religious themes.

EIGHTH GRADE PHYSICAL EDUCATION

OVERVIEW

Eighth grade classes promote advanced skills and tournament play. Students serve as officials and team captains to focus on correct rules and sport strategies. New sports include team handball and pickle ball. In addition, a unit on beginning hatha yoga successfully builds core strength and self-discipline. Special emphasis is placed on maintaining physical fitness and strength training for success in competitive sports or the activity of choice. A comprehensive peer-teaching unit furthers the cognitive understanding of health-related fitness concepts. They start each day with stretching and low impact circuit training.

Learning Goals for Eighth Grade Physical Education

Examples:

1. **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

Rhythmic Skills

- Identify and demonstrate square dance steps, positions, and patterns set to music.
- Create and perform a square dance.

Combinations of Movement Patterns and Skills

- Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- Apply locomotor, non-locomotor, and manipulative skills to team physical activities.

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

3. Students assess and maintain a level of physical fitness to improve health and performance.

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- Identify ways of increasing physical activity in routine daily activities.

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- Organize and work cooperatively with a group to achieve the goals of the group.

Social Interaction

- Identify the contributions of members of a group or team and reward members for *accomplishing a task or goal.*

Group Dynamics

- Accept the roles of group members within the structure of a game or activity.
- Describe leadership roles and responsibilities in the context of team games and activities.
- Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

EIGHTH GRADE ACADEMIC ELECTIVES

Students in Eighth Grade select one academic elective each year, based on students' interests, teachers' recommendations, prior performance, and standardized test scores. Final selection of electives involves the mutual agreement of students, parents, and faculty. Letter grades for academic electives appear on students' transcripts

Eighth Grade Electives include:

- Spanish 1
- Spanish 2
- Yearbook
- Rotation

Spanish 1

The Spanish program offers a comprehensive experience in conversation, oral reading, writing, and vocabulary, as well as an understanding of language structure. These courses also incorporate a cultural immersion into the customs and traditions of Spanish speaking people in our local community and around the globe.

Spanish 1 presents the structure of the language, vocabulary building, and the present, present progressive, preterit, and future tenses. Also included are regular, irregular, and stem-changing verbs; adjectives, adverbs, direct and indirect objects, articles, command forms, declarative, interrogative, and explanatory sentences. A strong emphasis is placed on cultures, including Maya, Aztec, Inca, and Moche.

Social dimensions of today's Latin population, the role of Hispanic society, and related issues of diverse cultures are addressed. Various art and music activities, such as weaving, painting, pottery, costume creating, doll making, singing, and dancing are integrated to enrich the study of the cultures. Students enjoy a field trip to Olvera Street in downtown Los Angeles to experience cultural events and practice their language skills.

Spanish 2

Spanish 2 is offered to students who successfully complete Spanish 1 with a grade of an A or B. This class expands the students' knowledge of grammar, covering the indicative, present progressive, preterit, imperfect, future, conditional, perfect, pluperfect, and present subjunctive. There is an emphasis on creative writing and conversational Spanish. Small groups of students study each of the Latin American countries through research, writing, art, and music, discovering and reinforcing the commonalities amongst all people. Stories are read in Spanish for analysis of both

content and grammar. An extensive poetry unit reinforcing descriptive words is a vital part of the program.

Yearbook (8th Grade)

Abraham Joshua Heschel Day School's Yearbook is a beautiful glossy album of photographs and text that traces students' lives at Heschel. It represents a permanent record of shared experiences and includes student photos, classroom activities, staff, and school trips. The Yearbook is designed and produced by students, who write photo captions and submit photos throughout the year. The end product is a school-wide memory that lasts a lifetime.

The Eighth Grade Yearbook class operates like a small business with a rigid production timeline. Students are given a variety of assignments, make important design and theme decisions, and create the photos, text, and layout of the Heschel Yearbook. Students learn desktop publishing and design skills using professional graphics programs such as PhotoShop, Illustrator, and Yearbook Avenue, along with digital cameras and scanners. Students who have completed 7th grade Introduction to Yearbook and Media are given editorial leadership responsibilities in this project.

Following the publication deadline of the Heschel Yearbook, students contribute to the design of graduation publications.

Rotation

The Rotation elective is a year-long sequence of varied course experiences. Eighth Grade Rotation includes Speech and Debate, Art, and Drama.

<u>Speech and Debate</u>

The Speech and Debate class emphasizes the development of a coherent argument, sound support evidence, clarity, and concise articulation of ideas. Student experiences include timed, prepared pro and con arguments, and impromptu speaking formats. Topics range from humor to current events.

<u>Art</u>

Eighth grade art students have an intensive one-trimester studio experience learning various 2-D and 3-D techniques in rendering form. Each student designs their artwork both conceptually and stylistically to their own unique vision. A major learning goal is observing the role of value in creating the illusion of form in a 2-D work. Students study light and shadow on forms, and note the range in values by creating a value scale. Students are challenged to create artwork that utilizes various Elements of Art and Principles of Design as well as be able to write an artist statement that defends their

choices and reveals their intentions. Eighth Grade students also participate in class critiques to learn about, question, inform and defend one-another's artworks while strengthening their use of art vocabulary.

Drama

Drama develops the students' stage presence as they learn basics of theatre arts and improvisation. Students will learn how to speak, stand, and collaborate with others onstage. This rotation will culminate in a performance during the Seventh Grade Shakespearean Festival

MATHEMATICS

The curriculum in mathematics is designed to teach students to think logically and analytically and prepares them for today's technological society. In addition to solving increasingly complex algorithms, we emphasize the understanding of number concepts and their applications. We routinely incorporate the standards recommended by the National Council of Teachers of Mathematics into the Heschel curriculum and encourage varied problem-solving strategies and approaches. Students learn to value mathematics and to become flexible with mental math and estimation.

We require students to demonstrate competency in basic math facts and arithmetic functions before moving to abstract number operations. Possessing a solid foundation in mathematics is fundamental to future success in mathematics and other coursework. Because the transition from concrete to abstract reasoning is so critical, we do not hasten this process by prematurely accelerating students.

Three to six different math classes are offered at each grade level to address the full range of learning styles, processing rates, and ability levels of the students. Other considerations include the student's ability to flexibly perform basic algorithms and readiness to adhere to increasingly rigid guidelines about preparing, sequencing, and formatting their work. Placement decisions are based upon past performance, math department recommendations, the Heschel Math Department placement examination, and standardized test scores. Every effort is made to carefully assign each student to a math class where he or she can work independently.

6TH GRADE MATHEMATICS

OVERVIEW

Students begin the transition from arithmetic (concrete) ways of solving problems to a more algebraic (abstract) approach. They begin to look at number relationships and patterns through graphing. Students review and strengthen skills such as decimals, signed numbers and fractions, while working to obtain a better understanding of the logic behind these skills. They are introduced to a variety of Algebra concepts, which includes solving equations using the distributive property and combining like terms. Students learn to explain or justify their processes and results to teammates, which help to clarify their own thinking.

Core Resources:

Progress in Mathematics, Sadlier-Oxford

Foundations for Algebra Year 1, College Preparatory Mathematics

Learning Goals for 6th Grade Mathematics:

Number Sense and Operations

- Demonstrate competency using operations with whole numbers, decimals, fractions, and integers
- Use mental math and estimation to obtain reasonable results
- Simplify expressions using the order of operations
- Simplify absolute value expressions
- Relate percent to decimals and fractions; different ways to represent the same number

Algebra and Functions

- Solve one-step and multi-step equations by working backwards
- Set up and solve proportions involving percents, discount rates, maps, scale models, similar geometric figures, and unit rates
- Combine like terms in algebraic expressions and equations
- Graph linear equations on a coordinate plane

Geometry and Measurement

- Classify triangles by the lengths of their sides and measure of their angles
- Solve problems involving complementary and supplementary angles
- Use customary and basic metric measurements
- Compute area and perimeter of triangles, parallelograms, trapezoids, and irregular figures
- Learn vocabulary of geometry related to lines, angles, and polygons
- Find the area and circumference of circles
- Find the volume of a prism and a cylinder

Statistics, Data, and Probability

- Organize, analyze, and interpret data using bar graphs, line graphs, circle graphs, and measures of central tendency

Problem Solving/Mathematical Reasoning

- Incorporate reading and understanding word problems and applications with all operations
- Use Guess and Check tables to solve word problems
- Begin to think critically and analyze mathematically

7TH GRADE MATHEMATICS

OVERVIEW

This general math course promotes mastery of basic math operations using multiple modalities of learning. The teacher presents math skills and processes using a variety of approaches such as manipulatives and guided discovery. Before students move on to higher levels of abstract thinking, we expect them to exhibit competency with fractions, decimals, percents, integers, rational numbers, ratios, proportions, whole number equations, and geometry. The use of calculators enables students to focus on problem solving, rather than on computation. Calculators help students recognize patterns of problem solving and demonstrate the relationship between mathematics and other fields of study.

Learning Goals for 7th Grade Mathematics

- Use Guess and Check tables to solve word problems
- Demonstrate competency using operations with rational numbers
- Simplify expressions using the order of operations
- Simplify expressions containing absolute value
- Understand basic concepts of probability: both independent and dependent events
- Use and identify properties of arithmetic: commutative property, associative property, distributive property, identity property of addition and multiplication
- Read and understand a word problem. Define a variable. Write and solve an equation.
- Solve one-step and multi-step equations
- Understand and use ratio, proportion, similarity, corresponding sides and angles
- Compute area and perimeter of parallelograms, triangles, trapezoids and circles
- Compute volume and surface area of prisms and cylinders
- Solve a variety of word problems using ratio, proportion, and percent
- Develop an understanding of slope and rate of change
- Write an equation of a line from a graph or a table
- Understand and use the Pythagorean Theorem
- Begin to think critically and analyze mathematically
- Graph linear equations and parabolas

ALGEBRA 1AB

The Algebra 1AB course is designed to make algebra relevant, build thinking and problem solving skills, and develop abstract and logical reasoning. Students utilize multiple strategies and support materials to solve a variety of algebraic problems and communicate those solutions effectively and clearly.

Core Resources:

Algebra, College Preparatory Mathematics
Algebra Structure and Method Book 1, McDougal Littell
Algebra 1, Houghton Mifflin

Learning Goals:

- Translate words and sentences into equations
- Understand opposites and absolute values
- Solve one-step and multi-step equations and inequalities
- Simplify, multiply, and divide monomials using laws of exponents
- Transform formulas
- Set up and solve various one and two variable word problems involving rate-time-distance, mixture, work, percent, etc.
- Multiply, divide, add, and subtract algebraic fractions
- Polynomial long division
- Solve fractional equations and proportions,
- Manipulate and simplify negative exponents
- Graph lines and parabolas
- Utilize slope-intercept form and determine the equation of a line
- Graph and solve systems of linear equalities and inequalities
- Use multiple techniques for solving multivariable equations
- Solve and graph absolute value inequalities
- Simplify, multiply, divide, add, and subtract radicals
- Solve problems using the Pythagorean Theorem
- Solve radical equations
- Solve quadratic equations by completing the square and quadratic formula

GEOMETRY

OVERVIEW

Geometry is a comprehensive course designed to meet the requirements of four year colleges and universities. The aim of this course is to develop an understanding of geometric relationships in a plane and in space, to develop an understanding of the meaning of proof, and to be able to use deductive proof in both mathematical and non-mathematical situations, to develop the ability to think creatively and critically, and to integrate geometry with arithmetic, algebra, and numerical trigonometry.

Topics include defining terms, inductive and deductive reasoning, indirect and direct proofs, congruency, angles, triangles, parallel and perpendicular lines, circles, polygons, coordinate geometry, area, volume, and inequalities.

Core Resource:

Houghton-Mifflin, Geometry for Enjoyment and Challenge

Learning Goals for Geometry:

- Identify and name points, lines, segments, rays, angles, and polygons
- Use deductive reasoning and logic to draw conclusions
- Write formal 2-column proofs
- Apply algebraic methods toward problems involving right angles, vertical angles, and complementary and supplementary angles
- Classify triangles by name according to their measures and according to the measures of their sides
- Understand and use the concepts of congruent triangles
- Understand and use proper geometric notation
- Use congruent triangles to write proofs involving "detours".
- Derive, from parallel lines, information regarding alternate interior and exterior angles, corresponding angles, interior and exterior angles on the same side of the transversal
- Identify quadrilaterals by their properties and use these properties in order to prove a quadrilateral to be a specific quadrilateral (i.e. rhombus)
- Use formulas to find the sum of measures of interior and exterior angles of a polygon
- Use formulas to find angles of a polygon
- Use formulas to find number of diagonals of a polygon
- Use formulas to find individual angle measures of regular polygons

- Solve proportions by means-extremes products theorem
- Write and solve proportions to determine the measure of corresponding sides of similar triangles and other polygons
- Apply altitude-on-hypotenuse theorems to right triangles to solve for missing side(s)
- Apply Pythagorean Theorem to right triangles
- Identify families of Pythagorean triples
- Identify the following in their relationship to a circle and use formulas to solve for their numerical values: Chords, diameters, radii, arcs, central and inscribed angles, secants, tangents, angles with vertices in, on, or out of the circle, circumference, and arc length
- Find areas and the ratio of areas of quadrilaterals, regular polygons, circles, sectors, and segments
- Find surface area and volume of prisms, pyramids and cones and spheres
- Understand the use of coordinate geometry
- Develop an understanding of geometric relationships in a plane and space
- Have a cursory understanding of the basic trigonometric functions and their use

HEBREW- עברית

Hebrew is amongst the oldest continuously used languages and is the main language of the State of Israel. Hebrew is a holy language; it was reserved for prayer and holy study. Hebrew was the language of theology chanted in yeshivas, sung in prayer and murmured in mourning. Upon the return of the Jewish people to their homeland, Israel, Hebrew has grown into a beautiful, spoken and living language to be shared with the world. Hebrew is the link to our tradition and to Jewish people throughout the world. Jewish culture and identity are deeply embedded in the language of our people.

At Heschel we believe that mastery of Hebrew will foster students' understanding of their history, culture and tradition, nurture lifelong Jewish learning, inculcate a sense of belonging to the Jewish people, and promote strong ties with Medinat Yisrael (the State of Israel).

The aim of our Hebrew program is to develop and enhance the Hebrew language skills of our students. We utilize the NETA (*Noar Le'Tovat Ha'Ivrit*) curriculum. NETA is a sequential and continuous Hebrew language program. Lessons are centered on themes of interest to middle school students ranging from computers and sports to friendship and freedom. Each theme is presented from three perspectives: Jewish tradition, modern Israeli culture and general world knowledge. Each unit of study incorporates a range of sources including art, music, prose, poetry, news articles and Jewish texts in layers of language ranging from biblical Hebrew to current scientific Hebrew terminology and common colloquialism. It is a multi-dimensional program integrating the four major language acquisition skills: listening, speaking, reading, and writing. The curriculum is intellectually challenging and demands critical thinking. Technology is used to advance our student's language acquisition. We use voice recordings, blogs, and online Hebrew messaging to help students practice the language.

5 levels of Hebrew courses are offered, ranging from Beginner's Hebrew to Heritage Learner's Hebrew. Students' placement is determined by NETA diagnostic tests, and each course specifies clear goals and measures of achievement. It adheres to a steady pace that allows students to experience success developing their Hebrew proficiency.

The NETA program is divided into two sections; Alpha Neta and Neta.

The Alpha Neta program gives the students the basic knowledge in all Hebrew language skills: listening, speaking, reading, and writing. The introductory units of Alpha Neta emphasize practical vocabulary basic grammar and comprehension.

Students focus on writing 5-6 sentence paragraphs on personal topics and opinions. Through the study of the lives of 20 youngsters from Israel presented throughout each of the lessons, students are transported to various places in Israel and explore the varied and multi– faceted life of the people of Israel.

Upon completion of Alpha Neta, students continue with the Neta program which is comprised of 25 books each exploring a different theme such as Friendship, Sports, Schooling, Dreams, Colors and Shapes, Weather and Mood, Time, and more. Each of the themes is studied from a philosophical, social, religious, and psychological perspective.

Upon completion of our Middle School Hebrew program, our students are prepared to continue with the NETA program, which is used in all neighboring Jewish High Schools.

HEBREW COURSES

Hebrew Basic 1 – Beginners

This course is designed for Middle School students with no or minimal background in modern conversational Hebrew. The class includes students who have attended non-Jewish day schools, after-school Hebrew school, or students who have been recommended to enroll in this course based upon their placement test scores. In this course students will learn to read and to write in print and in cursive, to work with basic Hebrew vocabulary and grammar, as well as to carry on simple conversations in Modern Hebrew. This Hebrew Course is designed to give Middle School students a basic knowledge in all Hebrew language skills - speaking, listening, reading and writing. In this course, students will study units **1-5** in the Hebrew textbook, ALPHA NETA, written by NETA curriculum designers. This course will emphasize the acquisition of practical vocabulary and the comprehension of various grammatical structures, including morphology - forming masculine and feminine singular and plurals in nouns, adjectives, and verbs in the present tense; infinitives and present and past tenses, and syntax - agreement of nouns and adjectives; agreement of nouns and verbs; expression of cause with 'ki'.

Hebrew Basic 2

This Hebrew Course is designed to give Middle School students a basic knowledge in all Hebrew language skills - speaking, listening, reading and writing. In this course, students will study units **1-10** in the Hebrew textbook, ALPHA NETA. This course emphasizes the acquisition of practical vocabulary and the comprehension of various

grammatical structures, including morphology - forming masculine and feminine singular and plurals in nouns, adjectives, and verbs in the present tense; infinitives and present and past tenses, and syntax - agreement of nouns and adjectives; agreement of nouns and verbs; expression of cause with 'ki'.

Students also focus on writing paragraphs of up to 5-6 sentences on a personal topic, memo, and assertions of opinion; reading paragraphs for information or description, and folk tales; speaking by the creation of short dialogues about daily life or customs; and listening for comprehending short dialogues about daily life.

Hebrew Honors 1

This Hebrew course is designed to give Middle School students basic knowledge of all Hebrew language skills - speaking, listening, reading and writing. In this course students will study the entire textbook, ALPHA NETA **units 1-20** (i.e. faster pace instruction than the two previous levels, comprehending and producing 10-15 sentences per text).

This course will emphasize the acquisition of practical vocabulary and comprehension of basic grammatical structures, including morphology - forming masculine and feminine singular and plurals in nouns, adjectives, and verbs in the present tense, infinitives and the present and past tenses, and syntax - agreement of nouns and adjectives; agreement of nouns and verbs; expression of cause with 'ki'. In this course students will also focus on the several skills: writing paragraphs of up to 15sentences on a personal topic, memos, and assertions of opinion; reading paragraphs for information or description, folk tales; speaking a short dialog about daily life or customs, and listening to practice comprehension a short dialogue about daily life.

Hebrew Intermediate

This course is on the “high-beginners” level of the NETA curriculum, incorporating four themes designed to increase students’ proficiencies in speaking, listening, reading and writing Hebrew employing complex ideas, issues and topics in the areas of shapes, colors, symbols (*tzura vateva*), weather, mood (*mimezeg avir l'mazav ruach*). Each of the four themes is studied from philosophical, social, religious, and psychological perspectives. Through the above content and the more sophisticated expectations (reading, listening, speaking and writing longer texts and more complex ideas), students will expand their overall vocabulary, syntax and grammar.

Hebrew Honors 2

This course is on the “high-beginners” level of the NETA curriculum, incorporating four themes designed to increase students’ proficiencies in speaking, listening, reading

and writing Hebrew employing complex ideas, issues and topics in the areas of shapes, colors, symbols (*tzura vateva*), weather, mood (*mimezeg avir l'mazav ruach*), events and places of the past (*shamor v'zachor*), and friendships (*kishrey ksharim*). Each of the four themes is studied from philosophical, social, religious, and psychological perspectives. Through the above content and the more sophisticated expectations (reading, listening, speaking and writing longer texts and more complex ideas), students will expand their overall vocabulary, syntax and grammar.

Hebrew Heritage Learners 1

This course is on the "high-beginners" level of the NETA curriculum, incorporating four themes designed to increase students' proficiencies in speaking, listening, reading and writing Hebrew employing complex ideas, issues and topics in the areas of shapes, colors, symbols (*tzura vateva*), weather, mood (*mimezeg avir l'mazav ruach*), events and places of the past (*shamor v'zachor*), and friendships (*kishrey ksharim*). Each of the four themes is studied from philosophical, social, religious, and psychological perspectives. Through the above content and the more sophisticated expectations (reading, listening, speaking and writing longer texts and more complex ideas), students will expand their overall vocabulary, syntax and grammar.

Hebrew Heritage Learners 2

This course is presented at the "high-beginners" level of the NETA curriculum, and incorporates four themes designed to increase student proficiency in speaking, listening, reading and writing Hebrew. Students work within a context of increasingly complex concepts and topics in the areas of *schooling (lilmod u'lelamed), dreams (hayinu k'cholmim), time (lokchim t'azman)* and *books (sipur me'hasfarim).* Each theme is considered from philosophical, social, religious, and psychological perspectives. Through the content and expectations implied above, students will expand their overall command of vocabulary, syntax and grammar.

"Exploratories" provide students in Grades Six, Seven and Eight with an opportunity to experience a new activity that may become a lifelong interest or hobby. Exploratory courses complement the challenging academic program with offerings in visual and performing arts, speech and debate, sports, cooking, film criticism, and other arenas. The goal is to give each student an opportunity to expand his or her horizons, enjoy success, and find a niche among like-minded students.

Exploratory classes meet during 8th period on Mondays and Wednesdays. Seventh and Eighth Grade team sports also practice during this time period. Offerings vary each trimester and are presented to students during an "Exploratory Expo" at the beginning of each trimester. Student choices require parent approval. When additional courses are proposed by students or by faculty, every effort is made to accommodate new suggestions.

Musical Theater
Musical Theater emphasizes group dynamics, stagecraft, and the use of dance, movement, and song as means of dramatic expression. Students audition for acceptance into this class and for specific roles. A fully-staged musical performance is performed at the close of the First Trimester. Participation in Musical Theater requires after school and Sunday rehearsal time**.**

Set Design
This class is aligned with the Musical Theater production. The Set Design class constructs and paints three-dimensional, moving sets to complement each show.

Team Sports
Team sports provide an excellent opportunity for rigorous competition, skill strengthening, and leadership development. Seventh and Eighth grade sports teams practice during Exploratory time, as well as during some Physical Education class time.

Boys' Sports:

- Football (Trimester 1)
- Soccer and (Trimester 2)
- Basketball (Trimester 2)
- Volleyball (Trimester 3)

Girls' Sports:

- Basketball (Trimester 1),
- Volleyball (Trimester 2)
- Soccer (Trimester 3)

Our students compete in the San Fernando Valley Private School League.

Speech and Debate

Students research topics and learn to persuasively argue a relevant issue from multiple perspectives. The class emphasizes form, substance, and respectful decorum.

Robotics

Robotics is a universal tool and an exciting way to learn science and technology. The class utilizes the LEGO Mindstorm NXT programmable robots to run various challenges. Our Robotics Team competes with hundreds of other FIRST LEGO LEAGUE members in venues such as Legoland. Students are encouraged to design, build, and program their robots in our collaborative environment.

K-Club

K-Club provides middle school students with a wonderful opportunity to interact with children in TK and kindergarten. They enjoy working with the younger children, reading to them, helping them in variety ways, and playing the part of a big brother or big sister.

Dance

Dancers, from beginning to experienced levels, participate in an exciting program that include modern, jazz, ballet, and hip-hop. There are also opportunities for student choreography and performances.

History Alive

Students in History Alive travel through the ages in historic simulations developed by the instructor, Rick. Students are challenged to conquer the Roman Empire, outsmart their opponents on the Silk Road and create the greatest Colonial Empire in the world?

W.R.A.P

Write-Read-Analyze-Plan!

Get help with homework or take advantage of a quiet place to WRAP-up your work for upcoming projects, tests, and assignments.

ADVISORY

At Heschel, we recognize that the relationships that emerge between students and adults are essential. Advisories provide critical time for adult/child interaction and serve as an important conduit for information about how each child feels about his or her school experience.

Advisory groups consist of a small group of diverse students, assigned to a teacher or administrator. Advisory classes meet, one - two times per week, to provide a forum for discussing the events and issues of the week – sometimes academic or social, at other times societal or global. During this opportunity to "touch base," advisors develop a unique and trusting relationship with advisees, and serve as their liaisons or advocates with other staff members and, at times, their parents. Advisory groups build a unity and connectedness as they share experiences and cross-advisory challenges.

A key focus of the Advisory program is to help students take responsibility for their school performance. This is accomplished through ongoing dialogue about academic growth, cooperation, and work habits. With support from advisors, students present their personal accomplishments, goals, and areas for growth during Student-led Conferences, occurring in December and March. Advisors attend the student-led conferences and serve as coaches for each student, building mutually rewarding relationships with families that is the essence of our school.

What is *Tikkun Olam* (Repairing the World)?

Jewish tradition tells us that when God created the universe, it was perfect. No one lacked for any of their basic needs – food, shelter, clothing, safety, or love. There was no suffering, no pain, and no hurt. Our rabbis said that this world was like a perfect pottery vessel which contained all of the light and goodness of God.

However when human beings came into this world, things began to change. By giving human beings free will to choose how to act, God introduced a tremendous power into the universe. Suddenly, that perfect pottery vessel could no longer contain all of God's light and goodness. It shattered into countless numbers of shards that were scattered across the universe.

The rabbis tell us that with that shattering, the world became a broken place. Where once the world was perfect, light, and all good, now there are pieces of darkness mixed in with the light. That darkness takes the form of hunger, homelessness, prejudice, and other woes that cause pain and suffering. Where once all people had everything they needed, now there are people everywhere who lack the most basic of human needs.

Our task as Jews is to find those pieces of light and help put God's perfect world back together. We reach this goal by helping those who are in need, by easing people's suffering in the world, and by improving the lives of people whose lives are in some way broken. In short, each of us has an obligation to make the world a better place.

Why Do We Value *Tikkun Olam* at Heschel?

The *Tikkun Olam* component of our middle school is anchored in the belief that helping to repair the world is both a mitzvah and an essential value of Jewish life and education. We at Heschel, who are blessed and privileged to have so much goodness in our lives, have a special responsibility to make the world a better place for ourselves and for others. Our sages teach us that while no single person can repair the entire world alone, we are all still required to do our part in the work (Pirkei Avot 2:16).

As such, we at Heschel see *Tikkun Olam* as an integral part of the school's philosophy and curriculum. Our mission statement says that we are a school which "encourages…lifelong learning, self-awareness, and compassion." When students participate in acts of T*ikkun Olam*, they not only help to make the world a better place; they also learn about themselves and how to be mature and compassionate young adults. Most importantly, they come to see how the values they learn in their classrooms apply beyond the walls of school.

How Does *Tikkun Olam* Happen at Heschel?

At Heschel, the obligation of *tikkun olam* is fulfilled by taking part in learning and projects that help to repair the world. Students are expected to dedicate a number of hours ***outside of school time*** to *Tikkun Olam* organizations of their choosing.

- 6th graders must complete **6** hours of *Tikkun Olam* time.
- 7th graders must complete **9** hours of *Tikkun Olam* time.
- 8th graders must complete **18** hours of *Tikkun Olam* time

It should be understood that these numbers represent *minimums.* Many students choose to exceed them, indicating the personal satisfaction that they derive from their service.

Students must provide quarterly updates of their progress toward their *Tikkun Olam* requirement. Students will be able to see their progress toward their *Tikkun Olam* requirement listed on their progress reports and report cards. All students must complete their requirement by the ***last school day in May.*** For the rules and regulations governing the *Tikkun Olam* requirement (including how to choose the organization to earn *Tikkun Olam* time and how to get credit for it), please see the Middle School Handbook.