



GIDEON HAUSNER JEWISH DAY SCHOOL

Curriculum Guide 2020-2021



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GENERAL STUDIES

LOWER SCHOOL

KINDERGARTEN

LANGUAGE ARTS

Slingerland Program is used to teach letter formation. *Reading Workshop (Heinemann and Teachers' College)* units that teach comprehension include: *We are Readers, Super Powers, Bigger Books, Bigger Reading Muscles, Becoming Avid Readers*. Reading books, telling stories, is part of the learning experience. Through *Writing Workshop (Heinemann and Teachers' College)* units include: *Launching the Writing Workshop, Writing for Readers, How-to Books and Persuasive Writing of All Kinds*. Students are expected to create their own pieces using narrative, "how-to" and persuasive writing. We also have opportunities for Author Studies.

MATH

Math in Focus helps begin explorations that lay a foundation for more advanced mathematical development. Identifying numbers and continuing with concepts such as greater and less than, length and height and math story problems are part of the program. We skip count and children learn to identify and write numbers to 100. Students learn to make a mathematical connection from concrete to the abstract.

SCIENCE

Students participate in activities which stimulate curiosity and motivate them to investigate, experiment, gather, and organize data and draw conclusions based on their observations. *Mystery Science* helps students develop vocabulary, clarify their ideas and carry out specifically designed exercises with materials provided. Subject areas are designed so they may integrate with a whole range of experiences students have during the year.

SOCIAL STUDIES

Students look at their own family, the community of our classroom and our school. We do so through literature, drama and conversation. Then, we look outside to the greater community as the children create *Ir Shalom (City of Peace)*. This PBL (Project Based Learning) experience takes students through the creation and development of a Jewish City of Peace. Guest speakers bring information to students about the social support systems needed in a city; the implications of architectural style; the consideration of electric vehicles. We also invite



people who hold professional positions in the Jewish community to explain their role in the community and the place of their organization in a Jewish city. Students actually build their buildings and vehicles as the city comes to life. Finally, the city opens and the children “inhabit and live their plan.”

TECHNOLOGY

Technology is approached as an integrated subject within the full curriculum. The children learn to code using a program, Kodable. In addition, they are part of a video program as a celebration of Thanksgiving. Students write the script, create props and costumes in the Design Studio and act out the story as it is being filmed. During a project, when students create Ir Shalom, they film each other as they describe their buildings.



FIRST GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach comprehension include: Building Good Reading Habits (fiction), Word Detectives (fiction), Learning About the World: Reading Non-Fiction (non-fiction), Reader's Have Big Jobs to Do: Fluency, Phonics and Comprehension (fiction), Meeting Characters and Learning Lessons: A Study of Story Elements (fiction). *Writing Workshop (Heinemann and Teachers' College)* units include: Small Moments: Writing with Focus, Detail and Dialogue (narrative), Nonfiction Chapter Books (informative), and Writing Reviews (persuasive). *Phonics Workshop (Heinemann and Teachers' College)* units include: Talking and Thinking About Letters, The Mystery of the Silent 'e,' From Tip to Tail: Reading Across Words, Word Builders: Using Vowel Teams to Build Big Words, Marvelous Bloopers: Learning Through Wise Mistakes.

MATH

Math In Focus units include: Numbers to 10, Number Bonds, Addition Facts to 10, Subtraction Facts to 10, Shapes and Patterns, Ordinal Numbers and Position, Numbers to 20, Addition and Subtraction Facts to 20, Length, Weight, Picture Graphs and Bar Graphs, Numbers to 40, Addition and Subtraction to 40, Mental Math Strategies, Calendar and Time, Numbers to 120, Addition and Subtraction 100, Getting Ready for Multiplication and Division, and Money. Enrichment opportunities include: *Math In Focus* Unit Enrichment, Remediation, and Extra Practice Packets, *Marcy Cook Math Tiles*, and eight weeks of math stations that include low-floor, high-ceiling hands-on math problems.

SCIENCE

Mystery Science units include: Plant and Animal Super Powers (structure and survival, parenting and offspring survival, inheritance and variation of traits, plants and engineering, plant survival), Spinning Sky (sun, shadows and daily patterns, seasonal patterns, stars - daily and seasonal patterns), Lights and Sounds (sounds, vibrations, light, materials, transparent and opaque, illumination, engineering and communication).

SOCIAL STUDIES

California's social science framework assigns first grade the theme 'A Child's Place in Time and Space.' Units include: weather and geography (farming and rainforest), symbols and traditions, compare and contrast everyday life in different times and places through the Colonial Unit.

TECHNOLOGY

Integration with general studies subjects using basic programming (Kodable and Bee-bots), Seesaw (online portfolio), various apps: Epic! (online books), Koma Koma (Stop/motion), and



non-screen technology: Scribble bots, tinkering. Students participate in a Digital Citizenship curriculum through CommonSense media.



SECOND GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teacher's College) units that teach fluency and comprehension include: Reading Growth Spurt (fiction), Becoming Experts: Reading Nonfiction (non-fiction), Bigger Books Mean Amping up Reading Power (fiction/non-fiction), and Series Book Clubs (fiction). Also included in the reading curriculum are author studies of Patricia Polacco and Tomie DePaola, biographies, and fairy tales/folktales. *Writing Workshop (Heinemann and Teachers' College)* units include: Lessons from the Masters: Improving Narrative Writing (narrative writing), Lab Reports and Science Books (information writing), Writing About Reading (opinion writing), and Poetry: Big Thoughts in Small Packages. Phonics instruction comes from *Phonics Units of Study (Heinemann and Teacher's College)* include: Growing Into Second-Grade Phonics, Big Words Take Big Resolve: Tackling Multisyllabic Words, Word Builders: Construction, Demolition, and Vowel Power, and Word Collectors. Also included in our phonics curriculum is *Structured Word Inquiry*.

MATH

Math In Focus units include: Numbers to 1,000 (counting, place value, order and pattern), Addition and Subtraction up to 1,000 (with and without regrouping), Multiplication and Division, Metric Measurement of Length, Mass, Volume, Mental Math and Estimation, Money, Customary Measurement of Length, Time, Picture Graphs, Lines and Surfaces, Shapes and Patterns. Enrichment and remediation opportunities include *Math In Focus* Unit Enrichment and Extra Practice Packets.

SOCIAL STUDIES

California's social science framework assigns second grade the theme 'People Who Make a Difference.' Units include: the seven continents, learning about people, places, and cultures around the world, map skills, biographies, Dr. Martin Luther King Jr. and African American history, and a study of Thanksgiving/family heritage.

SCIENCE

The science program consists of the *FOSS* curriculum and *Mystery Science* units. Also included in the science curriculum is material from multiple supplemental sources. The units include: Properties of Matter (sorting common properties, states of matter/building design, and changing states of matter), Earth's Surface/Erosion/Landforms/Water Sustainability (including identification and implementation to advance water sustainability), Bees/Pollinators (body parts, parts of a hive, life cycle, colony collapse disorder, metamorphosis), and Flowers/Plants (parts of a plant, what plants need to grow, seed dispersal, and flower dissection).



TECHNOLOGY

Integration with general studies subjects using iPads for *Epic* (digital literacy), *Seesaw*, *Book Creator*, and coding. Students participate in a Digital Citizenship curriculum through CommonSense Media.



THIRD GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach fluency and comprehension include: Building a Reading Life: (text to text, self, and world); Reading to Learn (main ideas and text structures); Character Studies (fiction); Research Clubs (informational text). *Writing Workshop (Heinemann and Teachers' College)* units include: Crafting True Stories (narrative), The Art of Information Writing (information), Changing the World (opinion); Once Upon a Time (narrative). Grammar instruction comes from *Patterns of Power* and spelling instruction comes from *Words Their Way*, *Spelling Connections*, and other supplemental materials. Over the course of the year, students read Native American myths, legends, and nonfiction texts, as well as grade level appropriate chapter and picture books.

MATH

Math In Focus units include: Numbers to 10,000, Mental Math and Estimation, Addition up to 10,000 and Subtraction up to 10,000, Using Bar Models: Addition and Subtraction, Multiplication and Division, Using Bar Models: Multiplication and Division, Money, Metric Length, Mass, and Volume, Bar Graphs and Line Plots, Fractions, Geometry, Area and Perimeter. Students will take the *MARS* exam, part of the Silicon Valley Math Initiative, in March. The *MARS* exam is a summative math performance assessment to measure students' ability to solve non-routine problems, explain and justify their solutions, and promote high-level thinking skills. Enrichment opportunities include: *Math In Focus* unit enrichment curriculum, school-to-home math challenges, *Matific* (online math challenges), and weekly math enrichment activities with a math specialist. Each student participates in these small group sessions at least twice a month.

SOCIAL STUDIES

California's social science framework assigns third grade the theme 'Continuity and Change.' A variety of sources and resources are used to teach content knowledge focused on Ohlone Native Americans, Community Growth & Development, and Community Activism.

SCIENCE

STEMScopes and *Mystery Science* are consistent with the Next Generation Science Standards for third grade. Students participate in hands-on activities that stimulate curiosity and motivate them to think scientifically. Connections between Science and our Social Studies units are clear to the students, integrating Social Studies discussions and Science explorations during our STEM blocks. Units include Playground Forces, Life Cycles of Survival, Surviving in Different Environments, and Weather Impacts.

TECHNOLOGY

Technology is integrated throughout the curriculum, including Introduction to Digital Citizenship, Keyboarding, Programming, and Internet Research.



FOURTH GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach comprehension include: Interpreting Characters: The Heart of the Story (fiction), Reading the Weather, Reading the World (non-fiction), Historical Fiction Book Clubs (historical fiction). *Writing Workshop (Heinemann and Teachers' College)* units include: Boxes & Bullets (opinion writing), The Arc of the Story (narrative writing), Bringing History to Life (information writing). Grammar instruction comes from *Patterns of Power* and spelling instruction comes from *Spelling Connections*.

MATH

Math In Focus units include: Working with Whole Numbers, Estimation and Number Theory, Whole Number Multiplication and Division, Fractions and Mixed Numbers, Decimals, Perpendicular and Parallel Line Segments, Squares and Rectangles, Conversion of Measurements, Area and Perimeter, and Symmetry. Students will take the *MARS* exam, part of the Silicon Valley Math Initiative, in March. The *MARS* exam is a summative math performance assessment to measure students' ability to solve non-routine problems, explain and justify their solutions, and promote high-level thinking skills. Enrichment opportunities include: *Scholastic DynaMath* (monthly magazines where students read short, interesting articles on current topics and solve the related practice problems), *Math In Focus* Unit Enrichment Packets, weekly math enrichment activities with a math specialist. Each student will participate in these small group sessions at least once a month, and youcubed problems (low-floor, high-ceiling tasks in which everyone can engage, no matter what his/her prior understanding or knowledge, but also one that is open enough to extend to high levels, so that all students can be deeply challenged.).

SOCIAL STUDIES

California's social science framework assigns fourth grade the theme 'California: A Changing State'. *Studies Weekly: California Edition* and supplemental sources serve as the basis of the curriculum. Units include: location, geography, and natural resources of California; California Native American tribes; European explorers and settlers; mission system; Spanish Rancho period; gold rush; California as a state; Transcontinental Railroad.

SCIENCE

Mystery Science units include: Rocks (volcanoes, rock cycle, weathering, erosion, natural hazards), Energy (stored energy, motion, speed, collisions, electrical energy, energy and engineering), Human Body (muscles, skeleton, eyes and vision, brain and nerves), Waves of Sound (sound and vibrations, waves). Students also participate in the annual STEM Fair each winter. There are opportunities for enrichment through *Scholastic SuperScience* magazines.



TECHNOLOGY

Integration with general studies subjects using TinkerCad, GoogleDrive, use of iPad and MacBooks, green screen, and coding. Students participate in a Digital Citizenship curriculum through CommonSense Media.



FIFTH GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach comprehension include: Interpretation Book Clubs: Analyzing Themes (fiction), Tackling Complexity: Moving Up the Levels of Nonfiction (non-fiction), Argument and Advocacy: Researching Debatable Issues (nonfiction) and Fantasy Book Clubs: The Magic of Themes and Symbols (fiction). *Writing Workshop (Heinemann and Teachers' College)* units include: Narrative Craft (narrative writing), The Lens of History: Research Reports (informational writing), and The Research-Based Argument Essay (opinion writing).

MATH

Math In Focus units include: Working with Whole Numbers, Fractions and Mixed Numbers, Algebra, Area, Decimals, Graphs and Probability, Triangles, Surface Area and Volume. Students will take the *MARS* exam, part of the Silicon Valley Math Initiative, in March. The *MARS* exam is a summative math performance assessment to measure students' ability to solve non-routine problems, explain and justify their solutions, and promote high-level thinking skills. Enrichment opportunities include: *Math In Focus* Unit Enrichment Packets, Prodigy Math, weekly math enrichment projects and activities with a math specialist. Each student participates in these small group sessions at least once a month.

SOCIAL STUDIES

California's social science framework assigns fifth grade the theme "United States History and Geography: Making a New Nation." *TCI: Social Studies Alive! America's Past* and supplemental sources serve as the basis of the curriculum. Units include: The Land and People Before Columbus; Age of Exploration; Cooperation and Conflict in North America; The Road to War; The American Revolution; The Development and Significance of the U.S. Constitution; Life and Westward Expansion in the Young Republic; From the Civil War to Today.

SCIENCE

Students attend *Walden West*, a week-long accredited environmental science camp in Saratoga. *Stemscopes* units include: What is Matter Made Of?; (Matter is Everywhere, Changes to Matter, Properties of Matter, Mixtures), From Matter to Organisms; (Matter and Energy in Plants, Food Webs, Ecosystems, Matter Cycles, Energy Transfer, Earth's Systems Interactions), Interacting Earth's Systems; (Earth's Systems Interactions, Water Sources, Reducing Human Footprint) Patterns in the Night Sky; (Gravity, Earth's Rotation, Observing in the Stars, Objects in the Sky). Students will attend a virtual workshop through California Academy of Science on Food Sources.

ADOLESCENCE EDUCATION



Students will embark on a journey of self-discovery following the iMatter curriculum for 5th and 6th graders. Units of study include: Becoming an Adolescent, Puberty (this is a separate one-week program guided by an outside health education expert, who visits us in February), Body Image, Gender, Friendship, Fairness and Respect, Harassment and Bullying and Communication Skills and Resolving Conflicts.

TECHNOLOGY

Integration with general studies subjects using iMovie, GoogleDrive, use of iPad and Chromebooks, green screen, Google Slides and coding. Students participate in a Digital Citizenship curriculum through CommonSense media.



GENERAL STUDIES

MIDDLE SCHOOL

HUMANITIES

The Middle School Humanities program integrates language arts and social studies to allow students to appreciate the connections and cross-applications of the two disciplines. Students develop their understanding and skill sets of each discipline in separate but parallel language arts and social studies classes in sixth and seventh grade. In 8th grade, the classes are combined as an integrated Humanities course.

The Middle School Humanities program fosters critical thinking through analytical reading and writing, public speaking projects, and collaborative group work. Students also learn and practice good study habits, and develop a keener sense of empathy by actively drawing connections between themselves, the class material, and their world. Students strive to master clear organization and focus of ideas, along with the use of voice, rhetoric, sentence fluency, and conventions to effectively convey those ideas. In the process, students compose narratives, expository pieces, research reports, responses to literature, five paragraph essays, and learn to take notes from texts and class discussions. The path to becoming a good writer involves thoughtful self-reflection and openness to the suggestions of both peers and teachers. Successful writers embrace this notion of writing as a reflective and adaptive process.

Students have multiple opportunities to develop both oral and visual presentation skills. They create projects that express and expand on the topics learned in the classroom. Projects and presentations incorporate art, mock trials, debates, technology, and a variety of written assignments. Many projects involve group cooperation and shared responsibility, giving students the opportunity to discover the role that best suits them to effectively contribute to the group. .

Each grade's curriculum and student skills build off of the previous year's, so that by the time students leave 8th grade they are prepared to succeed in high school as readers, writers, and critical thinkers.



SIXTH GRADE

Social Studies/History: In sixth grade, students enhance their understanding of history by studying the people and events that ushered in the dawn of major ancient civilizations. Students are also introduced to the study of geography, which is historically significant in the human story. Students analyze the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures; as well as how people established and spread ideas that helped transform the world forever. Students access their critical thinking skills by questioning how and why civilizations rise and fall. By analyzing various sources of fiction and non-fiction writing, art, film, as well as through in-class debates and other experiences, students gain a deeper understanding of history as an academic discipline.

Social Studies Curriculum: Units of study in addition to current events:

- Introduction to Geography and Cartography
- Archeology and the Paleolithic era (Prehistory)
- The Neolithic Revolution
- Ancient Mesopotamia
- Ancient Egypt
- Ancient and Classical India
- Ancient and Classical China
- Ancient and Classical Greece

English/Language Arts: In sixth grade, students practice the clear organization and communication of ideas by analyzing literary texts. Students are introduced to the concept of literary themes and become familiar with a number of prominent themes that recur throughout global fiction. Students keep a reading journal to hone their active reading skills, learning to identify texts' themes, analyze the position of the author and how it emerges, and form connections between the written work, themselves, and their world. Students apply these skills when working on five-paragraph essays and pulling their insights together to craft thesis statements. Students develop higher levels of critical thinking and empathy by considering how authors craft components of a story to form a whole, and why characters in these stories behave the way they do. By working on a variety of writing projects ranging from informal journaling, essay writing, research reports, to creative writing, students gain a deeper understanding of the power of language and a stronger appreciation of humanities as an academic discipline.

English Curriculum: Each book students read constitutes a unit. All units of study involve reading, writing and oral presentation.

- *The Giver* by Lois Lowry
- *The Golden Goblet* by Eloise Jarvis McGraw



- *Tales of Ancient Egypt* by Roger Lancelyn Green + Handouts on Greek Mythology
- *The Night Diary* by Veera Hiranandani
- *American Born Chinese* by Gene Luen Yang
- Other selections of Fiction/Poetry



SEVENTH GRADE

Social Studies/History: Continuing with the chronology of development from sixth grade, students will explore how and why societies have developed, as well as the rise and fall of civilizations. Seventh grade focuses on the development of organized civilizations and their cultures in the geographic zones of Asia, Africa, Europe, and the Middle East. Students begin an examination of history with Classical Rome, and how the fall of that civilization led to later developments in the Medieval Era. All units of study will involve reading of primary and secondary sources, writing, discussion, debate, and hands-on projects.

Social Studies Curriculum: Units of study in addition to current events:

- Ancient and Classical Rome and the Rise of Christianity
- The East after the Fall of Rome and the Rise of Islam
- The Middle Ages in Europe, Crusades, and the Black Death
- Post Classical Era in the East and Africa
- The Mongol Empire and the Age of the Samurai
- Post Classical Americas (Maya, Inca, and Aztec Empires)
- The Renaissance and the Age of Exploration

English/Language Arts:

In seventh grade, students further their understanding of literary themes, focusing on the relationship of the individual to society. Students continue to keep a reading journal, providing them with the opportunity to articulate the connections they recognize between the written work, themselves and their world. In five paragraph, thesis-driven essays, students learn when and how to paraphrase a text versus citing it directly, and how to use a citation to best support a thesis. Students also tackle the art of persuasive writing, and learn how to use pathos, logos and ethos to advocate for a position. By continually considering why literature is such a powerful means of communicating and reshaping perspectives, students develop higher levels of critical thinking and empathy, and a deeper understanding of the power of language. Students manifest this understanding in a final creative writing project.

English Curriculum: Each book students read constitutes a unit. All units of study involve reading, writing and oral presentation.

- *The Outsiders* by S.E. Hinton
- *The Diary of Anne Frank* by Anne Frank
- *Persepolis* by Marjane Satrapi
- *I Will Always Write Back* by Caitlin Alifirenka, Liz Welch, and Martin Ganda
- *The Red Scarf Girl* by Ji-li Jiang
- Student-selected texts
- Other selections of Fiction/Poetry Writing



EIGHTH GRADE

Eighth grade humanities links the study of English with American history. Whenever possible, the two subjects are integrated to enhance students' understanding and appreciation of both disciplines.

Starting from the belief that all students can be successful writers, this class engages them in a variety of written projects, including literature responses, persuasive essays, resumes, a whole-class collaborative novel, and an extended research essay.

As a class, students closely examine works of literature that cover a wide range of topics and across genres. They read *Animal Farm* in order to understand the structure and function of an allegory. Students also read Elie Wiesel's powerful memoir *Night*, selections from Malcolm Gladwell's *Outliers*, Jewell Parker Rhodes' *Ghost Boys*, as well as selected short stories and individual reading projects. Students expand their vocabulary through selections from the Building with Classical Roots workbook series. Grammar skills are studied, practiced, and applied to support and supplement each student's reading and writing development. Vocabulary and grammar is intertwined with the literature and writing components of the course.

In the study of American history, students focus on the foundation of the United States, its growth into a global superpower, and the political-social-cultural ideologies that shaped our nation. They read and engage with a variety of materials, including primary sources, documentary films, art, and a wide range of other resources. Throughout their study of America's complex history, students are encouraged to consider the ways in which the country's historical past has contributed - both positively and negatively to its current state. As a culminating project, students engage in an extended research project on a historical topic of their choosing.

Social Studies Curriculum: Units of study in addition to current events:

- Slavery and Early America (1490s-1740s)
- The Revolutionary Period (1750s-1780s)
- America as a New Nation and Westward Expansion (1790s-1840s)
- The Civil War and Reconstruction (1850s-1870s)
- Progressive Era and World War I (1880s-1920s)
- The Great Depression and World War II (1930s-1940s)
- Modern America (1950s-present)



MATH

The Hausner Middle School mathematics program is designed to work with students at all levels to achieve success in mathematics. It is important for all students to believe through achievement that they can be successful in mathematics, and for all students to develop a positive attitude towards learning mathematics. Students in our program become well-prepared for challenging high school college-prep mathematics programs.

There are two major paths through the middle school math program:

Path A -- 6th Grade -- Math 6
7th Grade --- Pre-Algebra
8th Grade-- Algebra One

Path B -- 6th Grade -- Pre-Algebra
7th Grade -- Algebra One
8th Grade -- Geometry Honors

There are also opportunities for students to participate in mathematics in other areas. We offer an enrichment mathematics elective, a Math Club, and extra help during lunches and extensive office hours. Our students participate in national math contests such as AMC8, Noetic Learning, and Math Olympiads. We are committed to helping all students succeed and believe in close communication with parents to support all students.

MATH 6

Math 6 strengthens arithmetic skills and begins to introduce students to the basics of Algebra and Geometry. The course deepens students' competency with integers, fractions, decimals, and percents. Math 6 also explores introductory concepts on statistics, exponents, solving equations, inequalities, and graphing. Students work both in groups and individually to develop stronger skills. Students will be well-prepared to move on to a full Pre-Algebra seventh grade class.

Textbook: Mathematics Course 1 --- Holt McDougal

Course Topics Include:

- Whole Numbers and Patterns
- Introduction to Algebra
- Decimals
- Number Theory and Fractions
- Fraction Operations
- Collecting and Displaying Data



- Proportional Relationship
- Geometric Relationships
- Measurement and Geometry
- Measurement: Area and Volume
- Integers
- Probability
- Functions, Equations, and Inequalities

PRE-ALGEBRA Grade 6 (advanced) AND Grade 7 (regular)

Textbook: Larson Pre-Algebra - Holt McDougal

In 7th grade Pre-Algebra Class students learn to use new models and methods to think about problems as well as solve them. Students are making connections, discovering relationships, figuring out what strategies can be used to solve problems, and explain their thinking.

The curriculum is aligned with the Common Core standards, emphasizing a depth of mathematical reasoning skills.

Course Topics Include:

- Variables, Expressions, and Integers
- Solving Equations
- Multi-step Equations and Inequalities
- Factors, Fractions, and Exponents
- Rational Numbers and Equations
- Ratio, Proportion, and Probability
- Percents
- Linear Functions
- Real Numbers and Right Triangles
- Measurement, Area, and Volume
- Data Analysis and Probability

ALGEBRA 1 Grade 7 (advanced students) & Grade 8 (regular)

Textbook: Algebra 1 - Holt McDougal

Course Objective: Students will be able to model real-world situations and solve algebraic problems using their knowledge of equations (linear, quadratic, exponential, and rational)

Course Topics Include:

- Equations
- Inequalities
- Functions
- Linear Functions



- Systems of Equations and Inequalities
- Exponents and Polynomials
- Factoring Polynomials
- Quadratic Functions and Equations
- Exponential Functions

GEOMETRY HONORS 8 - Open to students who completed Algebra 1

Textbook: Geometry - McDougal Littell

Course Objective: Geometry is a high school level geometry course. This course in Euclidian geometry is designed to emphasize the study of properties and applications of common geometric figures in two and three dimensions. Inductive and deductive thinking skills are used in problem solving situations and their application to the real world. Students will develop the ability to reason logically and to think critically.

Course Topics

- Properties of triangles
- Quadrilaterals
- Transformations
- Similarity
- Right Triangles and Trigonometry
- Circles
- Area of polygons and Circles
- Surface Area and Volume

STEM

STEM integrates Science, Technology, Engineering and Math. Hausner teachers utilize an inquiry-based, hands-on approach encouraging students to make meaning through their own experiences. These experiences and involvement in their own, self-directed, projects leads to long-term retention of information and a life-long love of learning. Hausner STEM teachers emphasize communication skills as critical for success in the STEM fields and model the responsibility to care for the world through environmental stewardship and informed activism.

Students will meet performance expectations from the Next Generation Science Standards. Students are assessed using standards based grading, measuring student knowledge at the end of a unit (or course) and focusing on the path that got them there. No standard is assessed only once, or in only one way, and the final grade is a reflection of the furthest progress a student has made. The Hausner Middle School STEM program is moving towards standards-based grading, knowing that this is the practice of most secondary schools in the area.



Technology instruction in middle school is a combination of physical engineering and computer science. Using curriculum and tools that are relevant now, students will come to understand that the engineering/design process is iterative and that work should strive to meet an “Ethic of Excellence”. By deeply engaging in an iterative and empathetic design process students learn how to apply the techniques to any specific tool that they may encounter in the future.

While Mathematics is taught as a separate course, many math skills (such as graphing, statistical analysis and working with basic equations) will be applied in STEM throughout the year. Science and engineering practices are woven into the curriculum. Students learn a standard lab format, which incorporates the claim-evidence-reasoning framework of presenting data from labs. This format adheres to the expectations in most area secondary schools.

All students participate in Hausner’s STEM Fair (held during February or March) by completing an independent or small group project that is supported during class time. With faculty mentorship, students have the opportunity to compete in the county science fair, the Synopsys Science and Technology Championship, each spring. In addition, students have opportunities to participate in STEM-related trips, to do STEM-related community service and interact with scientists/engineers/technologists who work in the fields they are studying.



SIXTH GRADE

Students will meet performance expectations from the Next Generation Science Standards. A sampling of these standards include:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
6-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Major Science Units:

- Introductory unit on Scientific Practice & Tools, Origins of the Universe and the Nature of Matter (atomic model)
- Microbiomes
- Phase Change, Water Cycle, Basic Water Chemistry
- General Principles of Energy (Thermodynamics)
- Weather/Climate & Climate Change
- Cell Biology

Technology Topics:

- Programming in Scratch and Python and basics with circuits (Raspberry Pi or Arduino)
- Use of iPad apps and Google apps for scientific modeling, creating charts, graphs and data tables
- Digital Citizenship
- Data collection and analysis with Vernier and other sensors



SEVENTH GRADE

Students will meet performance expectations from the Next Generation Science Standards. A sampling of these standards include:

LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Major Science Units:

- Evolutionary Relationships & Anatomy
- Introduction to Chemistry
- Earth Systems Science
- Interactions in Ecosystems; Human Impacts Within Ecosystems

Technology Topics:

- Programming in Snap!, JavaScript and/or Python
- Circuitry with Arduinos
- Data collection and analysis with Vernier and other sensors and probes
- Use of Google apps for scientific modeling, creating charts, graphs and data tables
- Digital Citizenship

The technology instruction in seventh grade is informed by the BJC Curriculum, recently adopted for middle schools. BJC (The Beauty and Joy of Computing) is an introductory computer science curriculum developed at the University of California, Berkeley, intended for non-CS majors at the high school junior through undergraduate freshman level. The Hausner STEM team is working with the creators of this program to implement it well in a middle school setting.



EIGHTH GRADE

Students will meet performance expectations from the Next Generation Science Standards. A sampling of these standards include:

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Major Science Units:

- Genetics
- Natural Selection (including an Engineering Internship)
- Newtonian Physics, Energy & Waves (including the Rube Goldberg project)
- Earth's Place in the Universe/Astronomy
- Human Biology (including Fetal Pig Dissection)

Technology Topics:

- Programming in Snap!, C++ or Python and basics with circuits (Raspberry Pi or Arduino)
- Use of iPad apps and Google apps for scientific modeling, creating charts, graphs and data tables
- Digital Citizenship
- Data collection and analysis with Vernier and other sensors and probes

The technology instruction in eighth grade is informed by the BJC Curriculum, recently adopted for middle schools. BJC (The Beauty and Joy of Computing) is an introductory computer science curriculum developed at the University of California, Berkeley, intended for non-CS majors at the high school junior through undergraduate freshman level. The Hausner STEM team is working with the creators of this program to implement it well in a middle school setting.



JEWISH STUDIES

Hausner's rich Jewish Studies curriculum is based upon 6-7 different strands of study. Our goal is to offer our students the opportunity to connect to Jewish life and values in myriad ways.



KINDERGARTEN

T'FILAH (PRAYER): Providing students the opportunity to develop their spiritual life through connecting with Jewish prayer begins in kindergarten and continues through eighth grade in developmentally appropriate ways. Students at all grade levels learn not only the recitation of the prayers but are encouraged to find personal connections and meaning. Kindergarten students learn the basic morning gratitude prayer, *Modeh Ani* and experience showing gratitude in various different ways during the school day. They also gain familiarity with the blessings that are said on a daily basis and are part of our school's routine, including the blessings before and after eating, the Shabbat blessings and Havdalah blessing and the most significant of all Jewish prayers, the *Shema*.

MITZVOT (JEWISH VALUES AND COMMANDMENTS): As a value based school, we continuously ground our teaching and learning in the Jewish values which guide our lives. Many grade levels choose to concentrate on a particular value throughout the year. Our kindergarten community concentrates on the following values, all serving as a basis for their building relationships and empathy for others; *kavod* respect for ourselves, others and our community, *Tikkun Olam*, repairing the world through our own actions and *Tzedakah*, righteous giving, *V'ahavta L'reacha Kamocha*, loving others as ourselves and *Bikur Cholim*, caring for the sick. These values are brought to life through actions during the day at school, such as calling a sick classmate, or at home, such as bringing Tzedakah to school.

CHAGGIM (HOLIDAYS): Students learn about all the Jewish holidays, including Rosh Hashanah, Yom Kippur, Sukkot, Simchat Torah, Chanukah, Purim, Pesach and Shavuot. The holidays are explored through age appropriate stories, art projects, discussions, songs and, of course, actual celebrating both in the kindergarten classrooms and in participation in all school celebrations. Parents often participate as well, thus deepening their connection.

TALMUD TORAH (TEXT STUDY): Kindergarten children are exposed to the richness of Jewish biblical stories through storytelling and dramatic presentation, artistic creativity, singing and discussions. Emphasis is placed on the early stories from the Book of Bereshit including the creation of the world, Noah's Ark, the Tower of Babel and the Exodus from Egypt and those stories connected to holidays and with engaging personalities such as the Book of Esther.

ISRAEL: The history, land and State of Israel is entwined into the curriculum all year round, whether it be through the Hebrew language instruction or celebrations. Classic Israeli children's stories and songs are taught, Hebrew slang is used and the establishment of the State of Israel is celebrated school wide.



FAMILY LEARNING: Shabbat rituals offer a wonderful opportunity for family learning. Each Friday, kindergarten families are invited to attend the *Kabbalat Shabbat* (Welcoming Shabbat) service in the kindergarten classroom, facilitated by teachers and students.



FIRST GRADE

T'FILAH (PRAYER):

The basic structure of the siddur is introduced. Students work on concepts of gratitude, and make a personal connection to the words of the siddur. We have developed a way of praying not only with words, but also with music, art and dance, nature walks, or silent meditation. Our very own “Mr. Dictionary” explains the power of Hebrew words from prayers in order to assist students in understanding the meaning behind words in depth. We create a personal siddur with students’ interpretations through art. We have a “prayer buddy” program where older students help with the traditional prayer during our weekly services. Students receive their own prayer book at the end of the year in a ceremony including family and school students, which includes songs, and a movie with the kids reflections.

CHAGGIM (HOLIDAYS):

The study of the holidays are divided into the following categories:

1. Historical holidays
2. Modern holidays
3. Jewish holiday celebrations from around the world
4. Self reflection about personal holiday celebrations

Each holiday is introduced through personal stories, hands on activities and celebrated with connections to all our senses. Examples include: making decorations for the sukkah, tasting symbolic foods for Rosh Hashana, or dancing Ethiopian dance for Sigd.

TALMUD TORAH (TEXT STUDY):

Text study begins with Abraham’s journey, the patriarchs and matriarchs of the Jewish people, and ends with Yosef going to Egypt. Through stories, we learn about everyday life in the past and values to apply to our lives today. We experience the biblical way of life through food and acting, and an interactive bulletin board collage reflects the stories as we tell them in class.

ISRAEL:

We learn about Israel’s past and present. Throughout the year the students are introduced to Hebrew songs, and personal stories. Israeli Independence Day is celebrated with virtual sightseeing of the country, the map and connecting our senses to Israeli culture. We study Jerusalem’s history and the lion, the symbol of the city.

FAMILY LEARNING:

In preparation for the siddur ceremony, we invite a local rabbi to study with parents, while students demonstrate their work in progress. Parents are invited to class to share Judaica objects, personal stories, special costumes and family traditions they have inherited.



SECOND GRADE

T'FILAH (PRAYER):

Students review the prayers learned for the Siddur Ceremony in first grade and build upon their knowledge by mastering the singing of *Yotzer Or*, *Or Chadash*, *Mi Chamocha*, *Birkat HaMazon*, and the first two sections of the *Amidah*. A focused unit on *Havdalah* (the ceremony to close Shabbat) leads us to a morning of family learning and a community celebration. Students continue to participate in the school's weekly rituals of Monday *Havdalah*, Thursday *Tefillah*, and Friday *Kabalat Shabbat*.

MITZVOT (JEWISH VALUES AND COMMANDMENTS):

Tzedakah (giving justly), *Ma'achil Re'evim* (feeding the hungry), *Bikur Cholim* (visiting the sick), and *Hachnasat Orchim* (welcoming guests) are a few of the *mitzvot* we focus on. Sometimes our study leads to action in the community through a class field-trip; other times we ask students to bring these *mitzvot* to life with their family at home. With each *mitzvah* we learn the textual basis for the commandment and Rabbinic commentary that helps put the value into action.

CHAGGIM (HOLIDAYS):

The symbols, traditions, and blessings of the *chaggim* are studied in preparation for the holidays. Each holiday unit culminates in a hands-on project to bring our learning to life. For *Purim*, for example, second graders write and illustrate a giant *megillah*, which is read aloud to the school during our school-wide celebration.

TALMUD TORAH (TEXT STUDY):

Second graders study in depth the Joseph stories from the end of the book of *Bereshit* (Genesis) and the life of Moshe in Egypt from the beginning of the book of *Shmot* (Exodus). To prepare for the many themes that echo through this saga from previous episodes, we briefly read together earlier stories from Genesis about foremothers and forefathers. Students summarize main points of the stories as well as formulate interpretive questions and responses that require inferential thinking. We utilize *chumashim*, picture books, oral stories, and slide presentations to bring texts to life and make meaning of the tales.

PARASHAT HASHAVUAH (WEEKLY TORAH PORTION):

Each Friday we break from the unit of study to focus on one small section of the weekly Torah portion. We hope the lessons presented during these sessions will spill over to dinner table talk.

ISRAEL:



The focus is on many of the sights and sounds of four regions in Israel: upper Galilee, coast, Negev, and Jerusalem area. Through movies, songs, and art projects, students learn more about landscape, people, and culture of Israel.

FAMILY LEARNING: Congregation Beth Am in Los Altos hosts Hausner's 2nd grade for a festive, music infused Kabbalat Shabbat evening service.



THIRD GRADE

T'FILAH (PRAYER):

Third graders are the leaders in our weekly Tefilah experience. They are the older “prayer buddy” for younger students. They prepare skits, explain words, and strive to create spiritual feeling in prayer. They are introduced to the deeper meaning of prayers, and the values of respect, gratitude, and collective responsibility. We explain each word of Birkat Hamazon (prayer after meals), adding hand motions to help remembering the Hebrew words.

CHAGGIM (HOLIDAYS):

We focus on history and archaeology behind the holidays, introducing a timeline of the rise and fall of empires, and at the same time placing Jewish holidays on the timeline. For example, students learn about the Greek Empire and culture, and details of the Maccabee battles against them before Chanukah. Every holiday is celebrated with symbols, customs, food, and family traditions.

TALMUD TORAH (TEXT STUDY):

Text study includes the journey in the desert from the Exodus to the eve of entering the Promised Land. Students learn about desert life; its flora and fauna, and the challenges the desert people faced. The story is discussed in detail, with students always searching for personal connections. Students explore peoples’ complainings, leadership of Moses, and the power of believing. Hands on activities include making *Manna*, the food eaten in the desert, living in a tent, weaving from sheep’s wool, and more. Every year, students receive their own chumash in a ceremony with their families. Each year there is a new theme to the ceremony, for example: Respecting elders, Animals, The Hebrew Alphabet, Peace, and more.

ISRAEL:

Students are introduced to the Holocaust, at an age appropriate level, the Israeli Declaration of Independence and the establishment of the new State of Israel. Students learn about the geography of the country, famous sights and archaeological sites in order to connect to both the past and present of Israel.

FAMILY LEARNING:

Family members are invited to class to teach and share their knowledge about the specific theme of the year for our Kabbalat Torah. For example, this year, grandparents are coming to teach about their experiences in life, work or personal passions, as part of the Torah study of respecting elders.

CULTURE:

The Synagogue unit includes the exploration of the temple in Jerusalem, ancient synagogues, and synagogues around the world. Students learn about history, community, architecture,



symbolism, and what makes a place sacred. Students create a large mosaic piece, a copy from an ancient synagogue placed on the school's walls. Each student creates their own synagogue project to present to classmates.



FOURTH GRADE

T'FILAH (PRAYER): Students in study two important prayers in Jewish liturgy: the three paragraphs of the *Shema* and the *Amidah*. Study of these prayers include practice of reciting and chanting, exploration of themes, and contemplation of personal connections to the text.

MITZVOT (JEWISH VALUES AND COMMANDMENTS): The concentration is *Tza'ar Ba'alei Chayim*, compassion for animals (literally, “the pain of living creatures”). Jewish tradition clearly indicates that we are forbidden to be cruel to animals and that we are to treat them with compassion. Throughout the year, the students study texts that delineate this mitzvah, brainstorm methods of carrying out the precept, and take part in multiple activities aimed at fulfilling this commandment in the world we live in.

CHAGGIM (HOLIDAYS): To parallel our attention to detail in the Talmud Torah strand, in preparation for the holidays, we cast our eyes on one or two specific, small elements of tradition surrounding a *chag*, delve into their symbolism, historical meaning, and modern interpretations, and then expand our gaze to the larger meaning of the holiday. As Rosh Hashanah approaches, we begin by concentrating on the shofar; for *Aseret Yemei Teshuvah* and *Yom Kippur* we carefully study the act of *Teshuvah*; *Chanukah* helps us prepare for a debate between Hellenism and Hasidism; and the approach of *Pesach* leads us to the biblical and legendary Eliyahu.

TALMUD TORAH (TEXT STUDY): We study from the book of Numbers (*Bamidbar*). The goal is to acclimate students to textual study with the assistance of classic commentators such as Rashi, Rambam, Rashbam, and modern interpreters such as Nechama Leibowitz. Students have an opportunity to express their ideas regarding various texts in a variety of ways, including art, drama, written and oral expression. We utilize *chumashim*, picture books, oral stories, and slide presentations to bring texts to life and make meaning of the tales. Through study of text we model and allow students to practice the essential comprehension skills of: summarizing main points, formulating interpretive questions, making connections (text-to-text, text-to-self, text-to-world), formulating responses that require inferential thinking, and making predictions.

PARASHAT HASHAVUAH (WEEKLY TORAH PORTION): Each Friday we break from the unit of study to focus on one small section of the weekly Torah portion utilizing a *chevrutah* study method.

ISRAEL: The book of *Bamidbar* closes with the Israelites reacting with fright at the prospect of entering a new land, a place they do not know well or feel comfortable in. We connect this experience to two moments in Israel's history - the founding of *Mishkenot Sha'ananim* outside the walls of Jerusalem, and the founding of *Zichron Ya'akov*, where our twin school



(*HaChitah*) is located.

FAMILY LEARNING: During the year, fourth grade families gather at Congregation Kol Emeth in Palo Alto for a morning of learning and community building, as we study the weekly parashah, practice our prayer skills, and eat a lovely kiddush lunch.



FIFTH GRADE

T'FILAH (PRAYER): Students build on the important prayers in Jewish liturgy learnt in previous years and add the *Ashrei*. Study will include practice of reciting and chanting, exploration of themes, and contemplation of personal connections to the text. Students continue to lead and participate in weekly *Tefillah* and *Kabbalat Shabbat*. Students and families visit a congregation in the community for a Shabbat morning service where students assist in leading the service.

MITZVOT (JEWISH VALUES AND COMMANDMENTS): Our concentration is on community responsibility. Students will study *Middot* (positive character traits) such as social responsibility, creativity, humility and gratitude in an effort to better understand themselves and the world in which they live. They perform two community service projects which involve hands on work for people in need such as *Bikur Cholim* (caring for the sick). They also study *Rambam's* Ladder of Righteous Giving to better understand the mitzvah of giving.

CHAGGIM (HOLIDAYS): We start the Jewish year by taking part in a *Sefardi/Mizrachi* style seder for *Rosh Hashanah*. Students will learn and experience various traditions, while sharing their own. Throughout the year, we mark various holidays with special emphasis on *Sefardi/Mizrachi* customs. We particularly emphasize *Yom Kippur* with some soul searching and study, *Sukkot* with a visit to the Hausner *sukkah*, experience a special *Mizrachi Seder* for Pesach, and write a children's book for *Shavuot* to be shared with our younger students.

TALMUD TORAH (TEXT STUDY): Fifth graders delve into *Devarim* (The Book of Deuteronomy) and tackle a detailed study of the 10 Commandments. We study the commandments as a whole, along with various layers of structure and meaning, and in *chevruta* (study groups), students do more detailed research and study of a single command. In addition, we delve deeply into the textual basis and commentaries dealing with Jewish understanding of God, giving students the opportunity to express their own connection and beliefs.

HISTORY & CULTURE: As part of our mission of diversity and inclusion in our community, we are using a new curriculum designed by JIMENA (Jews Indigenous to the Middle East and North Africa). The curriculum covers topics such as Jewish refugees from Arab lands, Sefardi/Mizrachi storytelling, symbolism of the *hamsa*, music, and life cycle celebrations. Students strengthen their presentation skills by creating a classic heritage museum. Various other units in Jewish Studies, including the Golden Age of Spain and Jews during the Revolutionary War enable students to understand the connections between Jewish and world history. As part of our school commemoration of Yom Hashoah, we study a moving true story about an Israeli woman's experience during the Shoah.



LIFE CYCLE: Judaism is rich with life cycle rituals and events, including our marking of the new Jewish month. We focus on four significant and beautiful life cycle events: birth, bar/bat mitzvah, wedding and death, with a monthly lesson to mark *Rosh Chodesh*.



MIDDLE SCHOOL

The middle school Jewish Studies curriculum continues to follow the strands as laid out in the lower school curriculum, and chooses to look at various texts and historical events in greater depth. The sixth grade curriculum follows the STEM and Humanities curriculum closely. Focusing on the period of the Tanakh and the 1st Temple period, the curriculum engages students in actively exploring ancient texts.



SIXTH GRADE

MITZVOT (JEWISH VALUES AND COMMANDMENTS):

Students examine Jewish values that are found in the Tanakh - the Biblical text, and derived from it. Students also study the Mishna teachings, examining laws and Mitzvot discussed by the sages, who reflect on events and challenges in the text. Students' examination allows them to understand the foundation of Jewish values, Jewish ethics and mitzvot.

TALMUD TORAH (TEXT STUDY):

Focusing on the period of the Tanakh and the 1st Temple period, the curriculum engages students in actively exploring and gleaning moral lessons from the ancient texts of the Tanakh (Torah, Prophets and Writings). Using the text of the Tanakh, we parallel the Hebrew text with the English translation. The goal is for students to be able to navigate the Tanakh and recognize Hebrew names and concepts.

HISTORY & CULTURE:

Students are introduced to Holocaust studies through experiences of children, emphasizing the lives of Jewish children prior, during, and immediately following the Shoah. Students also work on a research-based family history project.

ISRAEL:

Students explore biblical texts and other primary sources about ancient Israel in order to understand more clearly the biblical foundations of the current State of Israel.

LIFE CYCLE:

Keeping in-tune with the Jewish calendar, students learn about each holiday and Jewish life events in the context of the biblical texts, individual and Jewish communal practice.





SEVENTH GRADE

THE DEVELOPMENT OF THE JEWISH COMMUNITY: The program focuses on the development of Judaism from the end of the First Temple Period through the Medieval Period. This is the time when Jewish law, ethics, and worship took the place of the earlier Temple-centered sacrificial system, and when Judaism emerged both as a religion and a communal way of life. Students focus on texts from the Prophets through the Rishonim, the Rabbinic leaders and scholars of early Sephardic and Ashkenazic Jewry. They develop study skills needed to engage with and examine portions of the Tanakh, Mishnah, Talmud, Rabbinic Commentary and historical documents. Additionally, students examine the Rabbinic influence on communal prayer and practice, in order to lay the foundation for finding their own place within the Jewish community. As we embark on this journey, we look at the age old question “How did we get here as Jews?” Students develop answers to this question by examining source material from ancient to modern.

T'FILAH (PRAYER): In addition to participating in various spiritual Tefillah experiences, students examine Rabbinic influences on communal prayer and practice. The historical time period being studied served as the basis for all Tefillah.

MITZVOT (JEWISH VALUES AND COMMANDMENTS): Since this is the year of students' B'nei Mitzvah, we aspire to assist students in laying the foundation for finding their place and space within the Jewish community as they transition into adulthood. The goal of the 7th grade Avodah La'Olam program, which delves deeply into the mitzvah of Tzedakah, is to cultivate a generation of young Jewish philanthropists who take part in making the world a better place based on their knowledge and experience of Jewish values.

TALMUD TORAH (TEXT STUDY): Students focus on Prophetic and Rabbinic texts through Rishonim and leaders of early Sephardic and Ashkenazic Jewry. In addition to developing skills necessary to engage with ancient Jewish texts, we use both Hebrew texts and Talmudic Aramic language to help understand Rabbinic concepts more deeply.

LIFE CYCLE: As noted, many students celebrate their B'nei Mitzvah during this school year. As a school community, we celebrate with them, both in and out of school.

HISTORY & CULTURE: In addition to the study of the development of Rabbinic Judaism, as previously noted, students examine the rise of Christianity from a historical perspective. They also participate in an interfaith gathering with students from a local Catholic school. Holocaust studies continue in 7th grade with a focus on Hitler's rise to power, the Final Solution, ghettos and Jewish resistance.



ISRAEL: We focus on the period of development after the Temple Destruction and how Israel has been viewed throughout history until Modern Israel.



EIGHTH GRADE

T'FILAH (PRAYER): Students begin Jewish Studies class with a gratitude practice, reciting the morning Modeh Ani prayer and reflecting in writing on what they are grateful for in their lives at that moment. Students examine in depth two major prayers of the High Holiday liturgy, Avinu Malkeinu and UNetaneh Tokef. Study of the prayers include reciting in the original Hebrew and English, examining the history and background of the prayer, focusing on personal connections, writing personal prayers and creating artistic interpretations of the prayer.

MITZVOT (JEWISH VALUES AND COMMANDMENTS): Students continue to both learn the textual basis of various ethical mitzvot and perform mitzvot in the real world. Students participate in a special program called “Better Together” where they work with senior citizens at a local independent living/assisted living in our community. They fulfill the mitzvah of *Hiddur P'nei Zaken*, or honoring the elderly.

CHAGGIM (HOLIDAYS): Prior to each major holiday, students learn about unique celebrations in different countries where Jews have lived during the Holocaust and since the 1800's. Stories, photos, audio and visual material, art and food are all included in the experience.

TALMUD TORAH (TEXT STUDY): Throughout the year, a wide variety of Jewish texts are read and analyzed critically. Texts include the weekly portion in chevruta style learning, mishnah texts, Kohelet and Ruth (as they are connected to the holidays). Texts are presented in original Hebrew, as well as Israeli songs and modern prayers. Other units are coordinated with the Hebrew department.

HISTORY & CULTURE: The continued study of the Holocaust in the 8th grade is characterized by discovering family's personal connection to the horrific events of World War II. In addition to the historical information studied in large part through the Yad Vashem database, students and families are encouraged to talk about personal connections and to share with peers. 8th grade students facilitate the school wide Yom Hashoah commemoration and take part in the community wide commemoration.

ISRAEL: The central unit of study in 8th grade is the modern history of Zionism and the State of Israel, in preparation for the Israel Study Tour. Students re-enact the seminal beginning of the Zionist movement, the First Zionist Congress in Basel, Switzerland. They continue research on how Israel became the multicultural country it is today, through various immigrations. Students also grapple with more modern issues of elections, building coalitions and the influence of the Rabbinate in Israel. They gain an understanding of modern day culture through participating in Israel for Reel program.



HEBREW

KINDERGARTEN

The curriculum aims to instill students with a love of Hebrew and a sound basis of the language. Students learn in an engaging and communicative Hebrew environment. Learning is reinforced with stories, games, songs, art projects, group games and drama, and hands-on activities. The curriculum contains themes, based on everyday topics and includes Jewish holidays, such as: family, colors, nature, animals, weather, and more. While reading and writing skills are not emphasized, the Hebrew alphabet is introduced: they learn the name, sound and how to write Hebrew letters. In kindergarten, they get the basic Hebrew foundation for their future learning.

FIRST GRADE - *Kitah Alef*

GROUPS 1 - 2

Students are formally introduced to Hebrew reading and writing, and learn Hebrew language through the *iTaLAM 1* curriculum. This class is aimed to introduce the Hebrew Alphabet system, and the fundamental skills of reading and writing. Students learn the basic fundamentals of the Hebrew alphabet, including both reading whole words phonetically and with select sight vocabulary in context. They study Hebrew and Israeli culture through units on daily life in the classroom ("*Ani Bakita*"), at home ("*Ani BaBait*"), and outdoors ("*Ani BaBait Uvahutzas*"), as well as specific studies on each letter and vowel ("*Ariot Kore VeKotev*"), our first graders learn to read, write, speak and listen to basic Hebrew.

GROUP 3 (*Dovrei Ivrit*)

Students are formally introduced to Hebrew reading and writing, and learn Hebrew language through the "*Tzlilim Mesaprim 1*" curriculum, imported from Israeli's Ministry of Education. The curriculum aims to teach Hebrew language by focusing on reading and writing based on phonetics, experimental, and multi-sensory approach. The learning process is simple, gradual and structured. The curriculum provide classic literature texts (stories & poems) and informative text. All texts relate to the children's world and encourage their curiosity and love for literature as part of the Israeli and Jewish culture.



SECOND GRADE - *Kitah Bet*

GROUPS 1 - 2

Students study the iTaLAM 2 curriculum. Students continue to learn basic fundamentals, and build their Hebrew language skills through thematic units of their daily life in the classroom and at home (“Tov Bakitah Uv’Bait”), and Jewish holidays. These units explore concepts of friendship, the balance between daily routine and special activities, suitability of clothing to season, events and activities, and family relationships. Students further develop their reading, writing, speaking and listening skills, and become

more sophisticated as they compose basic sentences with subject/verb agreement, read grade level texts with accuracy and comprehension, and learn to write in cursive/script.

GROUP 3 (*Dovrei Ivrit*)

This class follows the “Mila Tova 2” curriculum imported from Israeli’s Ministry of Education. The curriculum is designed to present an Integrative Language Learning approach; each chapter focuses on one main theme through which students are exposed to linguistic structures and patterns of language that are taught as a means of understanding and serving students’ expression needs. Students encounter longer and complex texts that require the ability to draw conclusions, expand their vocabulary, and improve their verbal and writing skills.

THIRD GRADE - *Kitah Gimel*

GROUPS 1 - 2

Students study the iTaLAM 3 curriculum. The curriculum continues to build on iTaLAM 1 and 2 both in skills and in the content of everyday life and holidays, while elevating the level of study. Students increase their vocabulary, focus on complete sentences while utilizing various parts of speech, and develop the ability to use the gender system in numbers and verbs. Students study Hebrew through units on the classroom (“*Behatzlacha Etzlenu BaKita*”). They learn to compose their own sentences and to write short stories; they can engage in simple conversations; and they begin to use past tense verbs in addition to the present tense.

GROUP 3 (*Dovrei Ivrit*)

This class marks the beginning of transitioning from ‘learning to read’ to ‘reading to learn’. These skills and strategies play an integral part in the instructional plan. This class follows “*Mila Tova 3*” curriculum imported from the Israeli Ministry of Education, and based on learning integrative language by being exposed to different genres and its characters, and



variety of content and methods. Activities in every chapter require all language skills, as well as high level of thinking - comprehension, conclusions, evaluation, sorting and more.

FOURTH GRADE - *Kitah Dalet*

GROUPS 1 - 2

Students use the *iTaLAM 4* curriculum which continues to build on *iTaLAM 1, 2 and 3*, both in skills and in the theme of daily life in the classroom and at home (“*Ha’Kitah Meuhedet*” - The United Class). The units focus on behavior and conduct, and on the construction of a community in which the children can work together in order to promote cooperation and facilitate successful learning. The language becomes progressively sophisticated; students engage in longer conversations in Hebrew, while developing their ability to logically connect ideas, words and sentences using conjunctions and “and” (*vav haChibur*). They write paragraphs and answer questions.

GROUP 3 (*Dovrei Ivrit*)

This class follows the ‘*Mila Tova Me’od 4*’ and ‘*Simanim Baderech 2*’ curriculum imported from the Israeli Ministry of Education, and based on learning integrative language by being exposed to different genres and its characters, and variety of content and methods. It enables the study and practice of linguistic topics and contains a rich selection of activities for the student. Activities are intended to impart reading strategies, develop oral and written expression skills and foster an affection for reading. Activities in every chapter require language skills, as well as developing a high level of thinking: comprehension, conclusions, evaluation, sorting and more.

FIFTH GRADE - *Kitah Hay*

GROUPS 1 - 2

The curriculum emphasizes oral communication, vocabulary expansion, reading of Hebrew text, and reading comprehension proficiency as students prepare to transition into the Middle School Hebrew program. This class uses curriculum of *TaLAM 5* and the *Chaverim B’Ivrit* curriculum which is based on the principles of communicative-heritage language acquisition. The textbook, *Chaverim B’Ivrit*, uses multiple genres, including stories, conversations, poems, songs, albums, and journals. Students continue to enhance their language skills and are engaged in conversations. They learn to summarize grade level text orally or in writing and composing written texts that include agreement of nouns, verbs and adjectives in Hebrew.



GROUP 3 (*Dovrei Ivrit*)

Students continue to advance their reading comprehension skills while exploring different authentic genres texts in Hebrew. Students understand the precise meanings of words, structural features of informational texts, and different elements of literature which support greater comprehension of what they read, view, and hear. The focus in this class is on developing the students' writing skills. They learn how to write different styles of essay such as persuasive and narrative, as well as creative writing. Students participate in a year long writing workshop of the Israeli author Eshkar Erblich-Brifman.

SIXTH GRADE - *Kitah Vav*

GROUP 1:

This course is designed for students with little to no background in Hebrew. Students learn to read and write in print and in cursive, to work with basic Hebrew vocabulary and grammar, as well as carry on simple conversations in Modern Hebrew. It is designed to give students a basic knowledge in all Hebrew language skills - speaking, listening, reading and writing. The course is based on the *iHebrew™*, by *Ulpan-Or* from Israel curriculum. The *iHebrew™* program includes video clips, audio recordings, built-in structured exercises, virtual flashcards, Israeli songs, and much more.

GROUP 2:

The curriculum follows the *Bishvil Haivrit 1* program. The curriculum brings Hebrew alive with print and digital media cultivating all aspects of Hebrew language learning: grammar and content, conversations and literature, poetry and factual information, drills and exercises and topics for lively discussion, songs and moral dilemmas, writing assignments and independent reading. Students learn to converse and act-out day-to-day situations through vocabulary presented in units, conjugate main groups of verbs in present tense, use proper grammatical structures such as prepositions, conjunctions, question words, adverbs, adjectives, and nouns. They learn to comprehend main ideas by listening to audio conversations, and continue to practice and improve reading fluency with and without vowels.

GROUP 3 (*Dovrei Ivrit*)

Students continue to build on their Hebrew language skills. We continue to expose students to authentic Israeli texts in Hebrew to promote learning and usage of new vocabulary and discussion of themes. Students are engaged in a variety of writing projects and important encounters with Israeli culture and art. The class follows the *Bishvil Ha'vrit 3* curriculum, which introduces different authentic genres texts in Hebrew and writing assignments at a high



level. Students continue working on their writing skills using online apps such as Kahoot and Comic Life, they present different projects in class, and read authentic Israeli literature “*Mivtza Manhattan - Shlihut Hashait*” by Dana Elazar-Halevi.

SEVENTH GRADE - *Kitah Zayin*

GROUP 1

In this class, students continue to follow the *iHebrew™*, by Ulpan-Or from Israel curriculum. The students increase their vocabulary - starting with pronouns and gradually building toward conversation on day to day subjects. As students make progress, texts become longer and more complex, and are based on grammatical structures that are learned alongside the text. All units contain parts of Israeli songs, which enrich and well-suit students' Hebrew level. At the end of the year, students acquire an active vocabulary of (about) 350 new words: pronouns, nouns, adjectives - all related to the core contents of the book. In addition, they master foundational concepts and basic dialogue: acquaintances, family, shopping, directions, traveling and food.

GROUP 2

Students continue to follow the *Bishvil Haivrit* program and learn units from books 1 and 2. They advance their Hebrew language skills in order to express themselves in conversations on authentic Israeli topics, and converse and act-out day-to-day situations through vocabulary presented in units. They learn to utilize past tense in all persons and verb structures, and use proper grammatical structure. Students comprehend main ideas by listening to audio conversations, answering questions and providing feedback based on text. They improve reading fluency with and without vowels, and interpret longer and more complex texts from the book.

GROUP 3 (Dovrei Ivrit)

In the 7th grade students continue to build on their Hebrew language skills. The entire class is in Hebrew: speaking, listening, reading and writing. Students are exposed to various texts to increase their vocabulary and grammar skills. We follow *Bishvil Ha'Ivrit 3/4* curriculum which introduces different authentic genres texts in Hebrew and writing assignments in high level. In addition to the textbook, students online activities and various online apps such as BrainPop Israel, watch movies in Hebrew and listen to Israeli music. We also introduced a reading for pleasure program where students go to the library every few weeks and choose a book they read daily in class and at home. In addition, we read a book together such as “*Island on Bird Street*” by Uri Orlev or “*Sumchi*” by Amos Oz, followed by creative writing and art.



EIGHTH GRADE - *Kitah Chet*

GROUP 1

In this class, students continue to follow the the *iHebrew™*, by Ulpan-Or from Israel curriculum. They continue to develop all their Hebrew skills: listening, comprehension, speaking, reading and writing. The curriculum encompasses texts, Israeli songs, infinitives and present tense, in an integrative and coherent way, which allows students to make progress in Hebrew while enjoying the process. Students acquire new vocabulary: pronouns, nouns and adjectives - all related to core content. Students master *Binyan Pa'al*- infinitives and present tense.

GROUP 2

Students continue to follow the *Bishvil Haivrit* program and learn units from book 2. They continue to advance their Hebrew language skills; to express themselves in conversations on authentic Israeli topics, and converse and act-out day-to-day situations through vocabulary presented in units. We inspire leadership through facilitating ceremonies in school and being leaders in all school activities. We practice real life scenarios and learn units that deal specifically with those ceremonies and events. We also focus on the Israel Study Tour that the 8th grade class is attending, and our curriculum revolves around making connections to places and cultures they will experience while traveling together. We model conversations in Hebrew that will be useful for them in Israel, and learn special units in history and culture.

GROUP 3 (*Dovrei Ivrit*)

Students increase their proficiency of the four major language-acquisition skills - listening, speaking, reading, and writing. The class discusses complex ideas, issues and topics in areas that are relevant to students' lives in the target language, such as: challenges of the 21st century, giving back to the community, we're all different yet all the same, and tikun olam. The class follows the *Bishvil Ha'vrit 5* curriculum which introduces different authentic genres texts in Hebrew and writing assignments at a high level. Through this content and more sophisticated expectations, students expand their overall vocabulary, syntax and grammar. Students read authentic Israeli literature "*Sara Giborat Nili*" by Devora Omer.



Specialty Classes

PHYSICAL EDUCATION

MUSIC

ART

LIBRARY



Physical Education

The program provides a comprehensive approach to enhancing the students' total wellness through mental, social, emotional and physical development. Recognizing that each student is unique, the physical education program provides for their varying needs of students through a student-centered curriculum. The benefits of interaction for students with family, community, and school through physical activities are emphasized in the physical education curriculum. Additionally, the curriculum provides each student the opportunity to realize personal accomplishments and enhance their self-image.

The curriculum includes activities, which incorporate multicultural/non-sexist concepts, global education, higher order thinking skills, school-to-work initiatives, technology, and interdisciplinary connections. These are visible in the goals and objectives, the physical education content standards, and the daily lesson plans.

The program for students in all grades creates a positive and cooperative learning environment that provides maximum participation for all children in a planned progression of developmentally appropriate physical activities. Activities promote a healthy attitude toward fun, fair play, respectful interactions among peers providing a strong focus on sportsmanship, and positive self-esteem while enhancing fitness skills, and encouraging lifelong participation in individual or team sports.

KINDERGARTEN

Students participate in the following units: Movement Exploration, Bean Bag Activities, Throwing and Catching, Locomotor Skills, Gymnastics, Bowling, Soccer, Basketball, Parachute, Four Square/Hop Scotch, Tennis, Dance, Jump Rope and Baseball.

FIRST GRADE

Students participate in the following units: Movement Exploration, Bean Bag Activities, Throwing and Catching, Locomotor Skills, Gymnastics, Bowling, Soccer, Basketball, Parachute, Four Square/Hop Scotch, Tennis, Dance, Jump Rope, Baseball and Gaga Ball.

SECOND GRADE

Students participate in the following units: Four Square/Hop Scotch, Movement Exploration, Parachute, Throwing and Catching, Hockey, Bowling, Soccer, Basketball, Jump Rope, Dance, Baseball and Gaga Ball.



THIRD GRADE

Students participate in the following units: Cooperative games, Volleyball, Flag Football, Four Square/Hop Scotch, Hockey, Bowling, Soccer, Basketball, Jump Rope, Tennis, Dance, Baseball and Gaga Ball.

FOURTH GRADE

The students participate in the following units: Cooperative games, Volleyball, Flag Football, Four Square/Hop Scotch, Hockey, Bowling, Soccer, Basketball, Jump Rope, Dance, Baseball, Gaga Ball and the President's Physical Fitness Test.

FIFTH GRADE

The students participate in the following units: Cooperative games, Volleyball, Flag Football, Four Square/Hop Scotch, Hockey, Bowling, Soccer, Basketball, Jump Rope, Dance, Baseball, Gaga Ball and the President's Physical Fitness Test.

MIDDLE SCHOOL

The students participate in the following units: Cooperative Games, Volleyball, Flag Football, Ultimate Frisbee, Hockey, Bowling, Soccer, Basketball, Badminton, Dance, Tennis, Piccoball, Gaga Ball, and Speedball. Each student gets the opportunity to realize his/her accomplishments by setting realistic personal goals and enhancing his/her self-image. Eighth graders also learn about nutritional intake versus physical output.



Music

According to the NAfME Music Standards, Music is arranged into 4 strands: Creating, Performing, Responding, Connecting

KINDERGARTEN

- Creating:** Explore sounds on musical instruments
Express moods and feelings through voice and instruments
Create music to represent different cultures and styles
- Performing:** Perform basic rhythmic patterns via call and response
Show musical attributes through movement, i.e. tempo, dynamics
Play Do-Sol melodies on xylophones
Sing alone and with others a variety of songs; Curwen hand signs
- Responding:** Beat recognition; Beat vs. Rhythm; Movement to beat

Low and high pitch recognition (skips)
Soft and loud dynamic recognition (p vs. f)
Learn instruments of the orchestra and band by sight
- Connecting:** Explore how our personal choices affect our music
Connect music to other disciplines

FIRST GRADE

- Creating:** Explore sounds on musical instruments; imitation
Express moods and feelings through voice and instruments
Create music to represent different cultures and styles
- Performing:** Perform basic rhythmic patterns up to eighth note
Show musical attributes through movement, i.e. tempo, dynamics
Play Do-La melodies on xylophones (Pentatonic)
Sing alone and with others a variety of songs; Curwen hand signs
- Responding:** Beat recognition; Beat vs. Rhythm; Movement to beat
Low and high pitch recognition (skips and steps)
Soft and loud dynamic recognition (p vs. mp vs. mf vs. f)
Learn instruments; Spelling of name and correct family by sound
Major vs. Minor
- Connecting:** Explore how our personal choices affect our music
Connect music to other disciplines

SECOND GRADE

- Creating:** Explore sounds on musical instruments, tuned and untuned
Express moods and feelings through voice and instruments
Perform music to represent different cultures and styles



- Performing:** Perform basic rhythmic patterns up to 16th notes
Show musical attributes through movement, i.e. tempo, dynamics
Play Do-La melodies on xylophones (Pentatonic)
Sing alone and with others a variety of songs; Curwen hand signs
- Responding:** Beat recognition; Beat vs. Rhythm; Movement to beat
Low and high pitch recognition (skips and steps)
Soft and loud dynamic recognition (pp-ff)
Review instruments; Know spelling and correct instrument by sound
Major vs. Minor; Program Music Stories
- Connecting:** Explore how our personal choices affect our music through composition
Connect music to other disciplines

THIRD GRADE

- Creating:** Compose using musical instruments, tuned and untuned
Create moods and feelings through and with voice and instruments
Demonstrate music and dance to represent different cultures and styles
- Performing:** Perform rhythmic compositions and perform for the class, up to 16th notes
Show musical attributes through movement, i.e. tempo, dynamics, form
Play Do-La melodies on xylophones (Pentatonic)
Sing alone and with others a variety of songs; Curwen hand signs
- Responding:** Recognize different time periods of music and their history
Soft and loud dynamic recognition (pp-ff)
Review instruments; Know spelling and correct instrument by sound
Major vs. Minor; Program Music Stories
- Connecting:** Explore how our personal choices affect our music through composition
Connect music to other disciplines

FOURTH GRADE

- Creating:** Compose pieces with varying forms using musical instruments, tuned and untuned
Create and perform stories using instruments for dramatic effect
Demonstrate music and dance to represent different cultures and styles
- Performing:** Perform rhythmic compositions and perform for the class, up to 16th notes and various patterns
Show musical attributes through movement, i.e. tempo, dynamics, form, theme
Play Do-Do melodies on xylophones (Pentatonic)
Learn recorder songs using Recorder Karate method and call & response melodies
- Responding:** Recognize different musical styles and time periods and their history
Recognize how dynamics, tempo, and rhythm tell the story
Review instruments; Know spelling and correct instrument by sound alone and with others



Identify songs by sound and sight; Respond critically to performances by self and peers

Connecting: Explore how our personal choices affect our music through composition
Connect music to other disciplines

FIFTH GRADE

Creating: Compose pieces with varying forms using musical instruments, tuned and untuned

Create and perform stories using instruments for dramatic effect

Demonstrate music and dance to represent different cultures and styles

Performing: Perform rhythmic compositions and perform for the class, up to 16th notes and various patterns

Show musical attributes through movement, i.e. tempo, dynamics, form, theme

Play Do-Do melodies on xylophones (Pentatonic)

Learn recorder songs using Recorder Karate method and call & response melodies

Responding: Recognize different musical styles and time periods and their history

Recognize how dynamics, tempo, and rhythm tell the story

Review instruments; Know spelling and correct instrument by sound alone and with others

Identify songs by sound and sight; Respond critically to performances by self and peers

Connecting: Explore how our personal choices affect our music through composition
Connect music to other disciplines

MIDDLE SCHOOL

Creating: Band students will learn how to perform instrumental solos over differing scales
Band students will also learn how to write out solos and modify parts to fit their

instruments

Choir students will create choreography

Performing: Band and choir students will perform at, at least 2 concerts in a school year

Students will perform alone and with others in music class and at performances

Students will learn the importance of concert prep and poise and posture

during

Performing

Learn recorder songs, using Recorder Karate method, and call and response melodies

Responding: Students will be asked to critically listen to themselves, sometimes through



recordings, to assess themselves and correct mistakes

Students will also be asked to intelligently critique other students' performances

Musicians can respond when concert songs are being determined and are involved in the selection process

Connecting: Students are asked to put together all rhythms and music notation ideas they have

learned in previous years to play the music given

Styles of music are discussed in relation to each other

Reflections are done after each performance to improve for future performances

Middle school students are given the option to learn an instrument, wind, percussion, string, and guitar during elective times, as well as a choir that meets during lunch. There are no audition processes, and all students are welcome to participate in any combination of ensembles they choose. Students in middle school are responsible for their own instruments and are asked to purchase a book for band class.



Art

The art program consists of three main strands. The first strand of learning follows an Art History Timeline that begins in the first grade, exploring the very origins of art and continues through major art movements and stylistic developments concluding with the Renaissance in fifth grade. Students also learn about many modern art movements including Impressionism, Cubism, Abstraction and Non-Objective Art as they progress through the grade levels. Students explore diverse art styles and individual artists within their historical context. The second art strand includes a study of the Elements of Art; line, shape, color, balance, etc, through the work of modern and contemporary artists. These basic foundational concepts are reinforced through the curriculum each year as increasingly complex concepts are introduced. The third strand is based on art techniques for 2-d and 3-d art mediums. Basic drawing and painting concepts such as mass to detail, measuring for proportion, spatial relationships, etc, are presented in a spiraling curriculum, so that different subject matter can be introduced while students continue to develop their skills. Whether drawing from nature or from their own imagination, all projects allow students to bring their unique imagination and ability to each lesson.

KINDERGARTEN

Main Question:

What are the elements, genres and methods used in the making of art?

Units:

- Line and Shape
 - Shape Detective- Circle, Square, Triangle - Non-Objective Art
 - Introduction to Pastels and Watercolors
 - Positive/Negative Shapes - Leaf rubbing
 - Connection - Overlapping Hands - MLK
 - Alphabet in art - color and shape - Jasper Johns
- Drawing from life
 - Still- Life - watercolor - Mass to detail, volume, spatial relationships
 - Botanical drawing - Mass to detail
- Landscape
 - Color Exploration- warm/cool colors - Wolf Kahn
 - Cityscape - collage- watercolor washes
- Design / Pattern
 - Symmetry - cut snowflakes - watercolor
 - Nir Shalom - clay tiles - stylized pattern
 - Spring birdhouse - pattern drawn and found - paint and collage



FIRST GRADE

Main Questions:

- What is the origin of art? Why did people first begin to make art?
- How is art expressed differently in different cultures?

Units:

Each unit allows for a variety of mediums in both 2 and 3 dimensions including painting, drawing, clay and collage.

- **Origins of Art:**
 - Art as storytelling: Passing on traditions and values, leaving our mark.
 - Cave Painting, Masks, Shields, Clay, Totem pole (group project)
- **Asia:** Painting traditions and folk art
- **Mexico:** Frida Kahlo and Diego Rivera, the self portrait and the mural.
 - Personal expression, large political / cultural statements, Folk art
- **Animals/Elements in Art:** Coral Reef (texture), Henri Rousseau (Rainforest)
- **Genres:** Still Life (Drawing), Landscape Painting (Warm and cool colors)
- **Illustration Style vs Fine Art:** Hoodwinked (Line) Artists, Henri Matisse, Monet

SECOND GRADE

Main Questions:

How has the human form changed in expression in art over time and through the lens of different cultures?

- What are the elements of art and how are they expressed in art?
- **Other styles of art:** Art inspired by literature /scientific illustration - Working from the imagination / working from life.

Units:

- **Drawing/Painting:** Still life (Mass to detail, drawing and painting from life)
 - Scientific Illustration (General Studies-Bee/Flower unit)
- **Imaginary Explorations:**
 - Imaginary Houses, (Big Orange Splot)
 - Imaginary Animals (Animals That Were Meant to Be)
 - Magical Shapes, (Paul Klee, lines and shapes)
 - Trees (Klimt, pattern)
- **Art History:** The figure as expressed in art history
 - Ancient Egypt, (Jewish studies - Joseph in Egypt), figures created for the afterlife, limited palette
 - Persian Miniatures- (Purim), Hieratic scaling, vertical perspective
 - Ancient Greece - Ideal beauty vs naturalistic, Golden Section
- **Elements of Art:**



- Line (Van Gogh)
- Shape (Matisse)
- Pattern (Klimt)
- Color: Color Wheel, primaries, secondaries, compliments, neutrals
 - Optical color mixing (Seurat)
- Space: Collage (positive/negative-various artists)

THIRD GRADE

Main Questions:

- How is story, cultural identity and symbolism expressed through art from different time periods and how do a variety of influences come together to create an individuals own expression?
- How was “the sacred” expressed in art of the Middle Ages and what we can learn about the similarities in the sacred function and raw materials of Illuminated Manuscripts and Torah scrolls?
- What is the role of “text” in Textiles through the study of various styles of weaving from different parts of the world?

Units:

- Art as Cultural Expression and Story:
 - Textiles - “Desert to Desert”
 - How textiles (rugs and weavings) differ in different parts of the world
 - Weaving- designing and weaving a small piece
 - Faith Ringgold - Story Quilt - pattern, Black History month, African symbols
- Art History: Middle Ages - Manuscript Illumination/Torah creation
 - Medieval Bestiary - imaginary animals
 - Illuminated Letters - symbols in text
 - Mandalas - circular form, multicultural, sacred origins / personal
- Art Technique:
 - Drawing/Painting-
 - Still life - Mass to detail,
 - Color of Light - light or time of day through color
 - Bird painting - Mass to detail, watercolor, scientific rendering
- Clay - Pinch pots and burnishing
- Collage- Positive/Negative space exploration

FOURTH GRADE

Main Question:

How was the need to create a more naturalistic and representational art form leading up to the Renaissance, a reflection of the social changes occurring in Europe, and by contrast, how did the invention of the camera and the social changes of the 20th century move art away from representation?



Units:

- Still life: Collage
 - Further exploration of developing local color and detail using toned paper
 - Collage - allows the element of composition to be the focus
- Landscape: Painting, advanced color mixing - California Farm Lands
 - Exploration of pattern in the creation of landscape (farm) sections
 - Foreground, Middle ground, Background
 - Color mixing - using white for tints, mixing using compliments
- Early Books: Manuscript Illumination - Drawing
 - Shift in content and style from the Middle Ages
 - Book of Hours - using Jewish months and holidays
 - Focus on creating images that are small, detailed and symbolic
- Early Portraiture: Shift in subject matter from religious to secular
 - Painting of individuals, more naturalistic landscape, art for the elite
 - Collage and drawing - creating a silhouette
 - Adding period clothing with collage elements
 - Background: drawn landscape, exploring ways to create depth
 - 1 pt perspective,
 - Aerial perspective and value
 - Use of scale
- Contemporary Figurative Art: Keith Haring, subway artist, art for everyone
 - Figure used as a symbol of larger political or social message
 - Large, simple bold shapes and colors - attention from afar
 - Painting - acrylic paint
- Cubism: breaking apart the picture plane and forms, seeing from multiple viewpoints
 - Picasso, Braque, Gris and Leger - different ways of creating cubist images
 - Drawings created, then cut apart, put back together to form a new composition
 - Seeing art as more than subject matter
 - Elements of art balance / connect to create mood and feeling beyond subject
- Abstract /Non-Objective Art: Define and compare previous art to non objective artists
 - Paul Klee - line, shape, color = emotional content, responses to the world
 - Line Play - exercises used by Klee to generate ideas for paintings
 - Painting - Line with paint following forms

FIFTH GRADE

Main Question:

- How did the drive to create different types of art follow the use of different technologies?
- Example: Oil painting was essential to the full expression of the art movements of the Renaissance and immediately following, but the development of lenses, printing and the camera continue to changed the way artists created their work.



Units:

- Modern Abstraction: A Closer Look
 - Georgia O'Keefe - Early American Modernist Movement
 - Drawing from nature, leaves, fall vegetables
 - Reducing the objects to color and shapes.
 - Cropping images
 - Piet Mondrian- DiStijl- Non-Objective Art
 - Evolution from trees to developed style
 - Working with only straight perpendicular lines
 - Primary colors
- Traditional Drawing:
 - Tonal drawings - working on toned paper students learn value study
 - History of mid-value paper used as study for primed oil paint canvases
 - Add only lights and dark to complete drawing
 - Albrecht Durer - Drawing as science - observational plant drawings - color
- Printmaking / Repeating imagery in art:
 - Rembrandt and printing
 - History of printing methods.
 - Black and white proof prints with pattern and texture.
 - Color printing with shapes and layers.
 - How to sign and number prints
 - Collagraph prints -
 - History of tiles - Islamic Spain
 - Rotating patterns to explore tessellations
 - M.C. Escher- Tessellations,
 - connection to the Jews of Spain
 - art and architecture of Alhambra
 - George Rodrique - Blue Dog Paintings.
 - Variations on a theme-
 - Blue dog is painted in many different places by students.
- Collage / Three Dimensional Art:
 - Giuseppe Arcimboldo- collage used to create portraits
 - Louise Nevelson - Jewish immigrant to America - wood sculptures
 - Hamsas - Jewish art form - incising pattern, scoring / slipping on shaped slabs

SIXTH GRADE

Main Questions:

- How are Eastern art concepts similar and different from western concepts?
- How does eastern thought, including mindful meditation and the idea of connecting mind, body and heart influence the process of art making.

Units:

- Mindfulness:
 - Concepts and basic practice of meditation



- Presence, awareness and the concept of Metta
- Value: Use of light and dark, use of positive and negative space in composition
 - “MA” - Drawing negative space- “drawing what is not there” - pencil on paper
 - Beginner’s Mind - drawing with unfamiliar materials
 - bamboo pens and sumi-e ink
 - drawing plants
 - Notan - the balance and interconnection of light and dark in an image
 - collage with black paper on white
 - compare to Counterchange in western art
- Nature: How the natural world is subject of eastern art and philosophy
 - Wabi-Sabi - philosophy of impermanence, states of change
 - the beauty of imperfection
 - photography and writing
 - Calligraphy - practicing writing characters as preparation for sumi-e painting
 - spirit in brush strokes - “eternity”
 - brush, ink, practice grid paper
 - Sumi-e painting - history, philosophy, Enso circles
 - copying images to perfect before moving forward
 - brush, ink, paper
- Craft:
 - Signature block - making a character/symbol to sign painted work
 - printmaking review
 - foam print plate, ink, paper
 - Japanese printing - multiple color printing with multiple plates- foam printing
 - Resist/Folding/Dyeing:
 - Shibori - resist dyeing by folding fabric, indigo dye
 - Orizomegami- folded paper dyed, food coloring
 - Japanese sewn bookbinding

SEVENTH GRADE

Main Questions:

- Is there Jewish art? What makes art Jewish? The content? The artist?
- How do artists tell their stories through images? How do we tell our stories through images today?
- How do artists work? What comes first in the creative process - the image or the concept?

Images to text:

- Collage: using drawn and painted images
- Students learn about recent Jewish art history and contemplate how artists expressed their ideas through their paintings. They then explore two main ways of making artwork. The first project stems from following their attraction to objects and images to discover their individual meaning.



- They find the meaning of the whole image in the process of constructing the collage and working toward the finished piece. Through writing about the image they find clarity around their intentions and solidify their thinking.

Text to image:

- Drawing/ Painting: Working with a given text students find their own way of visually expressing what that means. Written explanation follows to help students understand how to talk about their work and to help clarify their own understanding of their intuitive process

EIGHTH GRADE

Main Question:

Art and artists of Israel - focus on Yacov Agam

Units:

- Moveable painting
- Agamograph



LEARNING SUPPORT PROGRAM

The team consists of one full-time School Counselor and three to four full-time Learning Specialists providing the following services:

School Counselor

Provides whole class social skills development, problem-solving/behavioral support, small group social-emotional curriculum, individual social-emotional support, student lunch discussions, and short-term therapy for students.

Learning Specialists Qualification Process

- Referral from parent or teacher to SST (Student Study Team) meeting to discuss next steps.
- Perform observations and screenings for referred students.
- Outside professional evaluation, if warranted.
- Follow-up SST meeting to determine services.

Individualized Support

- If the student does not receive a diagnosis, student progress is closely monitored by classroom teachers and Learning Specialists, who provide accommodations and alternative teaching strategies for the classroom.
- If the student receives a diagnosis following a professional psycho-educational evaluation, the student may qualify to receive two sessions a week with a Hausner Learning Specialist.
- Learning support teachers provide remedial and individualized support utilizing multisensory, evidence-based methodologies from programs such as Orton-Gillingham®, Lindamood-Bell®, and the Lucy Calkins Reading and Writing Workshop for small groups and individual students in the following areas: Contextual Reading, Language Comprehension, Decoding/Encoding, Math Computation & Problem Solving, Written Expression, Executive Functioning.
- Learning support team facilitates SST follow-up meetings to assess progress.

Additional Services

- Create a comprehensive list of students who require monitoring, modifications, and accommodations. The Learning Specialists inform & train teachers on an on-going basis.
- Small group remedial intervention for identified students for grades K-5
- After-school homework support for identified students
- Collaboration with teachers, parents & outside specialists to meet students' diverse needs.
- Conduct screenings for incoming new students and kindergarten applicants.



- Monitor student grade transitions & collaborate with teachers to ensure student growth and success.
- Parent/Teacher support and education.