



**GIDEON HAUSNER
JEWISH DAY SCHOOL**

CURRICULUM GUIDE

2021-2022



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LOWER SCHOOL GENERAL STUDIES

TRANSITIONAL KINDERGARTEN

LANGUAGE ARTS

Writer's Workshop follows the basics of the workshop model, giving students an opportunity to write every day. They develop a love for writing, even if it's only drawing a picture that day. The Handwriting Without Tears program is used to practice letter formation and recognition. Read alouds are also a daily part of the curriculum.

MATH

The math curriculum will move from concrete to abstract throughout the year. Students use math manipulatives and visuals to build a solid base of number sense and math knowledge. Each month, a new unit will be introduced: August - Playing with math manipulatives, so children use them as tools; September - Patterns; October - Sorting; November - Counting; December - Graphs and Surveys; January - Revisit and extension of Patterns; February - Greater Than/Less Than; March - Addition; April - Subtraction; May/June - Revisit previous topics, or teach basics of multiplication/division, depending on student needs.

SCIENCE

Curriculum is focused on seasons, which brings up many opportunities for science in nature. Fall, winter, spring, summer, weather, insects, seeds, birds (crow puzzles), flowers, snow, agriculture, etc.

SOCIAL STUDIES

Friendships and family relationships are explored, in addition to pretend play markets and common community characteristics. The focus is also heavily on Jewish holidays, as a study for how the Hausner community thrives.

TECHNOLOGY

Technology is implemented throughout the year: KIBO Robots and early childhood coding programs (used sparingly, as screen time is highly discouraged at this early age in development). There is also a permanent "Creation Station" in the room where students create items, using recycled materials and their imagination.



KINDERGARTEN

LANGUAGE ARTS

The *Slingerland Program* and *Phonics Workshop (Heinemann and Teachers' College)* is used to teach letter formation and sound correspondence. These units include: Making Friends with Letters, Word Scientists, Word-Part Power, Vowel Power, and Playing with Phonics. *Reading Workshop (Heinemann and Teachers' College)* units include: We are Readers, Super Powers, Bigger Books, Bigger Reading Muscles, and Becoming Avid Readers. Reading books, telling stories and drama are all part of the learning experience. Students learn to be independent writers using *Writing Workshop (Heinemann and Teachers' College)* units include: Launching the Writing Workshop (narrative), How-to Books (informative) and Persuasive Writing of All Kinds (opinion).

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. Students skip count and learn to identify and write numbers to 100. They also learn to make a mathematical connection from concrete to the abstract.

SCIENCE

NGSS aligned *Mystery Science* units include: Plant & Animal Secrets (plant and animal needs), Wild Weather (severe weather), Circle of Seasons (weather patterns), Sunny Skies (sunlight and warmth), Force Olympics (pushes and pulls).

SOCIAL STUDIES

We look at celebrations and how we mark Thanksgiving, Memorial Day and all Jewish holidays. We bring to life the teachings of Gideon Hausner, Martin Luther King, Jr. and others through literature, drama and conversation. We also examine current events in an age appropriate manner and keep the focus of our conversation and actions toward kindness, creating a caring and thoughtful community in our classroom.

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. When students create Ir Shalom, they film each other as they describe their buildings.

PROJECT BASED LEARNING

We look outside to the greater community as the children create Ir Shalom (City of Peace). Over a period of 3 months, this experience takes students through the creation and development of a Jewish City of Peace. Guest speakers share their expertise with the students about the infrastructure and social support systems needed in a city; the implications of architectural style; the design of a city and the consideration of electric vehicles. People who hold professional positions in the Jewish community are invited to explain their role and the relevance of their organization in a Jewish city. Students build their buildings and vehicles as the city comes to life. Finally, the city opens and the children "inhabit and live their plan."



FIRST GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units 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 and remediation opportunities include: *Math In Focus* Unit Enrichment, Remediation, Extra Practice Packets, and *Marcy Cook Math Tiles*.

SCIENCE

Thematic units include: farm (habitat and life cycle of animals and plants), sound, light, solar system, weather, and rainforest. These are taught in conjunction with *Mystery Science* units (NGSS aligned): Plant and Animal Super Powers (structure & survival, parenting & offspring survival, inheritance & variation of traits, plants & engineering, plant survival), Spinning Sky (sun, shadows & daily patterns, seasonal patterns, stars - daily & seasonal patterns), Lights and Sounds (sound, vibration, light, material, transparent & 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 (integrated with Jewish Studies), diversity (biographies throughout the year, Black History Month, Women's History Month, AAPI month, PRIDE).

TECHNOLOGY

Integration with general studies subjects using basic programming (Kodable, KIBO and Bee-bots), Seesaw (online portfolio), various apps: Epic! (online books), Koma Koma (Stop/motion), and non-screen technology: KIBO, Scribble bots, tinkering. Students participate in a Digital Citizenship curriculum through CommonSense media.

PROJECT BASED LEARNING

How can we do our part to repair the world and be good citizens? We will look for opportunities to answer this question based on the first grade curriculum and the world around us.



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 guided reading in small groups. 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 & pattern), Addition & Subtraction up to 1,000, Multiplication & Division, Metric Measurement of Length, Mass, Volume, Mental Math & Estimation, Money, Customary Measurement of Length, Time, Picture Graphs, Lines & Surfaces, Shapes & Patterns. Enrichment and remediation opportunities include *Math In Focus* Unit Enrichment and Extra Practice Packets as well as additional challenging material to encourage creative problem solving individually and in collaboration with others.

SOCIAL STUDIES

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

SCIENCE

Science consists of the *FOSS* and *Mystery Science* curriculum, as well as material from supplemental sources. Units include: Properties of Matter (sorting common properties, states of matter/building design, & 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). A variety of design and engineering challenges are incorporated into our science curriculum to solve real world problems.

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.

PROJECT BASED LEARNING

Planning, designing, and implementing a pollinator garden in conjunction with our science curriculum. Assessment of personal water usage and creating a plan to reduce water consumption.



THIRD GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach fluency and comprehension include: Building a Reading Life: (fiction); Reading to Learn (non-fiction); Character Studies (fiction); Research Clubs (non-fiction). *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*.

MATH

Math In Focus units include: Numbers to 10,000, Mental Math & Estimation, Addition up to 10,000 & Subtraction up to 10,000, Using Bar Models: Addition & Subtraction, Multiplication & Division, Using Bar Models: Multiplication & Division, Money, Metric Mass & Volume, Bar Graphs & Line Plots, Fractions, Customary Length, Time, Two-Dimensional Shapes, and Area & Perimeter. Enrichment opportunities include: *Math In Focus* unit enrichment packets, school-to-home math challenges, and *Matific* (online math challenges).

SOCIAL STUDIES

California's social science framework assigns third grade the theme 'Continuity and Change.' *Studies Weekly* and supplemental sources serve as the basis of the curriculum. Units include: Local Community & Government, California's regions and landforms, Early Local Native Americans, Community Growth & Development, and Community Responsibility.

SCIENCE

Mystery Science units include Animals Through Time (Fossils, Animal Survival, & Heredity), Power of Flowers (Plant Life Cycle & Heredity), Stormy Skies (Weather & Climate), and Invisible Forces (Forces, Motion & Magnets). Students also participate in the annual STEM Fair each winter.

TECHNOLOGY

Technology is integrated throughout the curriculum including use of GoogleDrive, iPads and MacBooks, and internet research tools. Students also participate in a Digital Citizenship curriculum.

PROJECT BASED LEARNING

Cardboard Arcade: Students will work in small groups to design and build a cardboard arcade game that uses invisible forces such as magnetism, gravity, and balanced/unbalanced forces, which will be integrated into our school's Purim celebration. Each group will design and build a game by using their understanding of the forces that make their game work. The games will be built from cardboard, magnets, and common supplies like tape, paperclips, and string. Students will write a paragraph to explain the forces at work in their game as well as write instructions for their game. This experience gives students an understanding of how invisible forces are used all around us from games to simple machines they encounter every day.



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. Enrichment opportunities include: *Matific*, *Beast Academy*, *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, and the opportunity to participate in *Math Olympiads*, either competitively or cooperatively.

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; California's government.

SCIENCE

Mystery Science units include: Human Body (muscles, skeleton, eyes and vision, brain and nerves), Rocks (volcanoes, rock cycle, weathering, erosion, natural hazards), Energy (stored energy, motion, speed, collisions, electrical energy, energy and engineering), 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 GoogleDrive, TinkerCad, use of iPad and MacBooks, green screen, and coding. Students participate in a Digital Citizenship curriculum.

PROJECT BASED LEARNING

22nd Mission: Pairs of students are placed in a scenario in 1818 with a letter from the Archbishop of Mexico (under Spanish rule), asking them to recommend a location for a new mission. In teams, students choose a site, create a design of the layout and buildings in TinkerCAD, and present their proposals.

Bridges: Toothpick bridges are designed and built by teams of 2-3 students. They learn about bridge design through the ages. Then, with the help of an architect, students identify how geometry affects bridge design and function, and apply this knowledge to design and construct a bridge with budget and



time constraints. This experience gives students an understanding of the requirements a human-made structure must meet, which they encounter in cities and towns on a regular basis.



FIFTH GRADE

LANGUAGE ARTS

Reading Workshop (Heinemann and Teachers' College) units that teach comprehension include: Interpretation Book Clubs: 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); teaching points and major themes from the unit Analyzing Themes (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. 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: 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. *Amplify Science* units include Modeling Matter, The Earth System and Ecosystem Restoration. Students will complete small group projects (with student choice) for the STEM Fair. Students will also code in Scratch and learn to use Maker Space tools including the 3D printers, wood carving (Carvey) and laser cutter and engraver.

ANI V'ATZMI

Students will embark on a journey of self-discovery as we help them focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. We will also learn how students can foster good relationships with peers and adults and build a warm and welcoming classroom community.

TECHNOLOGY

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

PROJECT BASED LEARNING



STEM Fair Projects will involve student choice and voice and seek to solve problems in the local community or answer a scientific question.



MIDDLE SCHOOL GENERAL STUDIES

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 grade. In seventh and eighth 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 essays, research reports, responses to literature, and five-paragraph essays, and they 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 eighth grade they are prepared to succeed in high school as readers, writers, and critical thinkers. The humanities teachers are involved in teaching each grade level and work closely together to ensure continuity and progression throughout the middle school years.

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; and the establishment and spread ideas that helped transform the world. Students deepen their critical thinking skills by questioning how and why civilizations rise and fall. By analyzing various works of fiction and non-fiction writing, art, and film, and by engaging in classroom debates and discussions, 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

English Language Arts. In sixth grade, students develop their compositional skills by learning to write with clarity, precision, independence, and creativity. Students write a variety of compositional forms, including personal narratives, expository essays, persuasive essays, speeches, and creative projects. They learn to organize ideas logically and coherently, create a unified focus throughout a composition, develop evidentiary support, craft well-formed sentences, and expand their mastery of the English language. Students also learn to appreciate the writing process as a progression through planning, organizing, drafting, and revising compositions, and they begin to focus on the context and audience for each act of writing.

Much of student writing is in response to literary texts, allowing students to develop their abilities to read closely, think critically, respond empathetically, and form connections between the written work, themselves, and the world. By closely analyzing literary texts, students learn how to observe important details, make connections between parts of the text, infer larger themes, and understand the social and historical context of the work. Because the readings are closely connected to the topics they will study in history, students can apply historical knowledge of civilizations to the literary narratives and analyze the cultural values that emerge from those works. The works we study encourage students to reflect on the human condition and gain greater insight into how to live their own lives with greater joy, responsibility, and wisdom.

English Curriculum. We read the following literary works:

- *Hatchet* by Gary Paulsen
- *The Giver* by Lois Lowry
- *Gilgamesh the Hero* by Geraldine Mccaughrean
- *The Golden Goblet* by Eloise Jarvis McGraw
- *Tales of Ancient Egypt* by Roger Lancelyn Green (selections)
- *Classic Tales from India: How Ganesh Got His Head and Other Stories* by Vatsala Sperling (selections)
- *The Ch'i-Lin Purse: A Collection of Ancient Chinese Stories* by Linda Fang

SEVENTH GRADE

Seventh grade humanities links the study of language arts and social studies. Whenever possible, the two subjects are integrated to enhance students' understanding and appreciation of both disciplines.

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 Classical and Medieval



World. Within this time frame of history, students will deepen their knowledge of philosophy, religion, mythology, art, and literature. Students will begin with an examination of history with Ancient and Classical Greece, and how the fall of that civilization led to later developments in Rome and beyond. All units of study will involve reading of primary and secondary sources, writing thesis-driven essays, and engaging in discussion, debate, and hands-on projects.

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

- Ancient and Classical Greece and the Legacy of the Trojan War
- Ancient and Classical Rome and the Rise of Christianity
- The East after the Fall of Rome and the Rise of Islam

English Language Arts: In seventh grade, students further their understanding of literary themes and develop sophisticated research and writing skills. Students will keep a reading journal, providing them with the opportunity to articulate the connections they recognize between the literary work, themselves and the world. As they read through the literary texts, students will be able to make connections to the social and historical context of the work. The novels we read in class will also be used as a springboard for research. Students will develop skills of choosing a topic to research, learn how to identify and cite appropriate scholarly sources, and incorporate citations into their own writing. The goal of writing a research paper is to encourage student driven writing and to enable them to transform their own interests into persuasive, sophisticated essays. By analyzing various sources of fiction and non-fiction writing, art, media, and through in-class debates and discussion, students will develop a deeper understanding of humanities as an academic discipline.

English Curriculum: Some of the books listed below will complement units in social studies, while others will be treated as singular areas of study. All units of study involve reading, writing and oral presentation.

- *D'Aulaires' Book of Greek Myths* by Edgar Parin d'Aulaire
- *Excerpts from the Iliad and The Odyssey* by Homer
- *Refugee* by Alan Gratz
- *Anne Frank; The Diary of a Young Girl*
- *Ghost Boys* by Jewell Parker Rhodes
- *Animal Farm* by George Orwell
- Short stories (selections)
- Poems (selections)

EIGHTH GRADE

Eighth grade humanities links the study of language arts and social studies. Whenever possible, the two subjects are integrated to enhance students' understanding and appreciation of both disciplines.

Social Studies/History. In the study of American history, students focus on the foundation of the United States, the formation of its political and cultural institutions, and the struggles over slavery and westward expansion. They read and engage with a variety of materials, including primary and secondary texts, literature, film, and art. Students are encouraged to consider how the nation's complex historical legacy contributes – both positively and negatively – to contemporary issues and controversies. In writing about historical topics, students refine their research skills and develop their ability to write



precisely and persuasively. Students also work collaboratively as groups to present specific relevant topics to the class.

Social Studies Curriculum. Units of study include the following in addition to current events:

- Introduction: Why and How We Study History
- The Revolutionary Period (1750s-1780s)
- The Constitution and the Formation of the Republic (1780s-1790s)
- Native Americans and Westward Expansion (1790s-1860s)
- The Struggle over Slavery and the Road to Civil War (1790s-1860s)
- Civil War and Reconstruction (1860s-1870s)

English Language Arts. Literary works are chosen to complement the study of American history. These works encourage students to ponder important questions about the nation's historical legacy and to explore how the works relate to larger historical and cultural contexts. Through expository writing, discussion, and debate, students develop their abilities to read closely and to analyze literary texts for theme and form. Students also continue to refine their composition skills by effectively organizing their ideas, building evidentiary support, employing useful rhetorical strategies, and sharpening their understanding of grammar, punctuation, and mechanics.

English Curriculum. We read the following literary works:.

- *The Way to Rainy Mountain* by N. Scott Momaday
- *12 Years a Slave* by Solomon Northup
- *To Kill a Mockingbird* by Harper Lee
- *Night* by Elie Wiesel
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *A Raisin in the Sun* by Lorraine Hansberry
- *The Chosen* by Chaim Potok



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 [Synopsis 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.
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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.
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Major Science Units:

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

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
- Use of Maker Space Tools (3D modeling/printing, wood/laser cutting and engraving)

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.



TK-8 JEWISH STUDIES

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

TRANSITIONAL KINDERGARTEN

Students embark on the journey of learning Jewish values at the beginning of the year, with the Rosh Hashanah and Yom Kippur holidays. Through learning about the Jewish values, students gain strong values for life: kavod/respect, friendship, sharing, and making good choices. Students celebrate and learn the Jewish holidays around the year through stories, hearing information, songs, and art projects. Each Friday, students celebrate Shabbat. Each week, a different student takes home the school's mascot (a little stuffed lion) and a notebook, and completes activities with their families at home.



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 the 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 “prayer buddies” for younger students. They prepare skits, explain words, and strive to create a sense of spirituality. They are introduced to the deeper meaning of prayers, and the values of respect, gratitude, and collective responsibility. *Birkat Hamazon* (prayer after meals) is learned in depth, along with hand motions to help remember the Hebrew words. Students are encouraged to share personal experiences of gratitude as “Modeh Ani ” moments, and their talents in music, dance as an expression of the joy of t’filah. Meditation is also introduced as a method of self reflection.

CHAGGIM (HOLIDAYS):

We focus on the history and archaeology behind the holidays, introducing a timeline of the rise and fall of ancient 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. We decorate, cook, plant and engage in hands-on activities for the celebration of each holiday.

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 the 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, 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, archaeological and other famous sites in order to connect to both the past and present of Israel.

Personal stories from Israel are woven into every aspect of the studies.

FAMILY LEARNING:

Family members are invited (when we are able to) to class to teach and share their knowledge about the specific theme of the year. For example, grandparents have come to teach about their life experiences as part of the Torah study about respecting elders. We have heard about parent’s experiences in the court system when we study about the Judges in the desert, or heard from a pilot who participated in the operation to bring the Ethiopian Jews to Israel. We love to have family members come to class.

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. They also create a large mosaic piece, a copy of an ancient synagogue placed on the school's walls. Each student creates their own synagogue project to present to classmates, and we often visit synagogues in the area. We introduce celebrations, food, clothes and music from Jews around the world.



FOURTH GRADE

T'FILAH (PRAYER): Students 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 spiritual 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 *khamsa*, music, and life cycle celebrations and will become an essential foundation. Various other units in Jewish Studies, including the Golden Age of Spain and Jews in America 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. The students interview their parents and learn about their own family traditions and share them with the class.



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):

The Jewish Values based program encourages students to 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 Tanakh, Talmud, and modern scholarly text, the curriculum engages students in actively exploring and gleaning moral lessons from the ancient texts of the Tanakh (Torah, Prophets and Writings) and the Talmudic Avot tractate. 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, recognize Hebrew names and concepts, and explore the Jewish Values within the text.

HISTORY & CULTURE:

Students are introduced to Holocaust studies through experiences of children, emphasizing the story of Ann Frank. Students also will be learning about heroic stories and testimonials of survivors.

ISRAEL:

Students explore biblical texts about ancient Israel in order to understand more clearly the biblical foundations of the current State of Israel. Students will be learning about the journey to modern Israel innovation.

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 Jewish Values based 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 Biblical and Talmudic text, emphasizing early and modern Jewish scholars. They develop study skills needed to engage with and examine portions of the Tanakh, Mishnah, Talmud, Rabbinic Commentary and modern scholarly 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 early and modern Jewish scholars and leaders. 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: Holocaust studies continue in 7th grade with a focus on heroic stories and testimonials of survivors, through different mediums of art.

ISRAEL: We focus on the events leading to the Second Temple Destruction, the Masada story, and the different Jewish leaders in 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 / or U'Netaneh 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 *Hadarta P'nei Zaken*, or honoring the elderly and together with our history units practicing *m'Dor le Dor*.

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), Themes such as What's in a name?, Justice, שְׂמֵרוּ מִשְׁפָּט וְעִשׂוּ צְדָקָה. 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. 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 the Israel for Reel program.



TK-8 HEBREW

TRANSITIONAL KINDERGARTEN

Over the course of the year, students build a strong and joyful foundation of the Hebrew language. The curriculum instills them with a love of Hebrew and a basic sound of the language. Students are taught Hebrew in an immersion approach to foreign language acquisition. They are exposed to Hebrew within every topic and every holiday that is discussed. They begin to understand basic words in Hebrew during a conversation. Students participate in a wide range of engaging and experiential activities such as games, songs, art, drama, poems, videos, baking, and dancing, which provide students with a lively and exciting Hebrew language learning experience.

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, 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 using the Hebrew workbook *Nitzanim Shel Otiyot*. In kindergarten, they get the basic Hebrew foundation for their future learning.

FIRST GRADE - *Kitah Alef*

iTaAm

Students are formally introduced to Hebrew reading and writing, and learn Hebrew language through the *iTaLAm1* curriculum. This class is aimed to introduce the Hebrew alphabet. Students learn 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.

Dovrei Ivrit (Hebrew speakers)

Students are formally introduced to Hebrew reading and writing, and learn Hebrew language through the *Kesem Ve'Chaverim* curriculum, imported from Israel'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 provides 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 Israeli and Jewish culture.

SECOND GRADE - *Kitah Bet*

iTaLAM

Students study the *iTaLAM2* 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.

Dovreiv Ivrit (Hebrew Speakers)

This class continues to develop the student's Hebrew skills following the *Kesem Ve'Chaverim* curriculum imported from Israel'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*

GROUP 1

Students continue to develop Hebrew skills through the *Granite Ivrit* Hebrew program. The program focuses on the four language skills: speaking, reading, writing, and listening, while providing the students with the opportunity to learn the language through different modalities and meaningful activities. The curriculum consists of engaging student workbooks, organized around a variety of interactive themes, as well as digital activities. The program includes a variety of assessment tools, such as success criteria, checklists, self-reflection tools, and includes authentic materials and texts, such as Israeli art, musical texts, newspaper clippings, exclusive interviews, all relevant to student life. In addition, the curriculum includes holiday units and Israeli culture activities.

GROUPS 2

Students study the *iTaLAM3* curriculum. The curriculum continues to build on *iTaLAM1/2* 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 about the classroom ("*Behatzlacha Etzlenu BaKita*"). They learn to compose their own sentences and to write short stories; they engage in simple conversations; and begin to use past tense verbs in addition to present tense.



GROUP 3 (*Dovreiv 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 the "*Simanim Baderech*" and "*Mila Tova*" 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 a high level of thinking – comprehension, conclusions, evaluation, sorting and more.

FOURTH GRADE - *Kitah Dalet*

GROUP 1

Students continue to develop their Hebrew skills through the *Granite Ivrit* Hebrew program. The program focuses on the four language skills: speaking, reading, writing, and listening, while providing the students with the opportunity to learn the language through different modalities and meaningful activities. The curriculum consists of engaging student workbooks organized around a variety of interactive themes, as well as digital activities. The program includes a variety of assessment tools, such as success criteria, checklists, self-reflection tools, and includes authentic materials and texts, such as Israeli art, musical texts, newspaper clippings, exclusive interviews, all relevant to student life. In addition, the curriculum includes holidays units and Israeli culture activities.

GROUP 2

Students use the *iTaLAMA* curriculum which continues to build on *iTaLAM1/2/3*, 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 (*Dovreiv Ivrit*)

This class is based on learning integrative language by being exposed to different genres and its characters, and variety of content and methods. The class uses the *Granite Ivrit* Hebrew program, as well as authentic texts in Hebrew. 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, as well as developing a high level of thinking: comprehension, conclusions, evaluation, sorting and more. Students develop their writing skills in activities such as blog writing and learning strategies for accurate spelling. Students read several books throughout the year, both at home and together in class, followed by a project that reflects their understanding of the book.



FIFTH GRADE - *Kitah Hay*

GROUPS 1

Students continue to develop Hebrew skills using the *Besod Ha-Ivrit* curriculum. The curriculum is rooted in the Communicative Approach and incorporates up-to-date methodologies (e.g., Blended Learning, Differentiated Instruction). *Besod Ha-Ivrit* helps students develop basic linguistic knowledge and the four communicative language skills: speaking, reading, listening and writing in a fun and engaging way through authentic and semi-authentic materials, such as: Israeli rap, comics, text messages, video clips, audio conversations, biblical excerpts, and more. As students develop their Hebrew language proficiency, they also become aware of new viewpoints on daily life in Israel, Jewish tradition, and Israeli society.

GROUP - 2

The curriculum emphasizes oral communication, vocabulary expansion, reading of Hebrew text, and reading comprehension, using the curriculum of *Yesh Va'Yesh*. The program aims to motivate students and increase their engagement with the Hebrew language, integrating elements of Israeli culture and education. The engaging approach of *Yesh Va'Yesh* develops students' ability to communicate in Hebrew and achieve an appropriate level of attainment and linguistic competence in the four key skills of listening, speaking, reading and writing.

GROUP 3 (*Dovreiv Ivrit*)

Students continue to advance their reading comprehension skills while exploring different authentic genres of texts. The class uses the *Granite Ivrit* Hebrew program, as well as authentic 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. Students continue to develop their writing skills. They learn how to write different styles of essay such as persuasive and narrative, and continue to work on accurate spelling. Students read several books throughout the year, both at home and together in class, followed by a project that reflects their understanding of the book.

SIXTH GRADE - *Kitah Vav*

BEGINNERS

This course is intended for students who have not studied Hebrew before. Students learn to read and write in print and in cursive, Hebrew vocabulary and grammar, as well as to carry on simple conversations in Modern Hebrew. The course, based on the *Besod Ha-Ivrit curriculum*, helps students develop basic linguistic knowledge and the four communicative language skills: speaking, reading, listening and writing in a fun and engaging way through authentic and semi-authentic materials, such as: Israeli rap, comics, text messages, video clips, audio conversations, biblical excerpts, and more. As



students develop their Hebrew language proficiency, they also become aware of new viewpoints on daily life in Israel, Jewish tradition, and Israeli society.

GROUP 1

Students are continuing to develop their Hebrew skills following the *Besod Ha-Ivrit curriculum*. Students continue to develop linguistic knowledge, and the four communicative language skills: speaking, reading, listening and writing in a fun and engaging way through authentic and semi-authentic materials, such as: Israeli rap, comics, text messages, video clips, audio conversations, biblical excerpts, and more. As students develop their Hebrew language proficiency, they also become aware of new viewpoints on daily life in Israel, Jewish tradition, and Israeli society.

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 also 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. They are exposed to authentic Israeli texts in Hebrew, which promotes 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, present different projects in class, and read authentic Israeli literature.

SEVENTH GRADE - *Kitah Zayin*

GROUP 1

Students continue to follow the *Besod Ha'Ivrit* and *Bishvil Haivrit* program. 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. 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 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.

GROUP 3 (*Dovreiv Ivrit*)

Students continue to build on their Hebrew language skills. Students are exposed to various texts to increase their vocabulary and grammar skills. The course follows the *Bishvil Ha'Ivrit 3/4* curriculum which introduces different authentic genres of texts in Hebrew and writing assignments at a high level. In addition to the textbook, students have online activities and various online apps such as BrainPop Israel, watch movies in Hebrew and listen to Israeli music. Students also participate in a reading for pleasure program where they go to the library every few weeks and choose a book they read daily in class and at home. In addition, the class reads a book together, which is then followed up by creative writing and art.

EIGHTH GRADE - *Kitah Chet*

GROUP 1

Students continue to learn Hebrew following the *iHebrew™* curriculum, by *Ulpan-Or*. They also 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. The class inspires leadership through facilitating ceremonies in school and being leaders in all school activities. Real life scenarios are practiced and students learn units that deal specifically with those ceremonies and events. A big focus is on the Israel Study Tour that the 8th grade class takes. The curriculum revolves around making connections to places and cultures they will experience while traveling. Students model conversations in Hebrew that will be useful in Israel, and learn special units in history and culture.

GROUP 3 (*Dovreiv 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.



TK-8 SPECIALS: PE, Music, Art

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.

TRANSITIONAL 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.

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

TRANSITIONAL KINDERGARTEN

Early Childhood Music begins to create a foundation for the scaffolding of music concepts that include beat & rhythm, melody & pitch, texture & timbre, form & notation using **Dalcroze Eurhythmics** as well as vocal and instrumental exploration which allows for creativity and improvisation.

Dalcroze Eurhythmics teaches concepts of rhythm, structure and musical expression using movement and allows students to gain physical awareness and experience of music through training that takes place through all of the senses, particularly kinesthetic.

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.

TRANSITIONAL KINDERGARTEN

VISUAL ARTS - Art curriculum will be based on an introduction to artists throughout history and will tie into various areas of exploration in the TK classroom. The focus is on developing basic art concepts and primary art skills with a focus on the process of art making, in alignment with the educational philosophy of the TK program.

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 Rodrigue - 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.