



Gideon

**HAUSNER**

Jewish Day School

# **CURRICULUM GUIDE**

**2024-2025**



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# LOWER SCHOOL GENERAL STUDIES

## TRANSITIONAL KINDERGARTEN

### LANGUAGE ARTS

#### **Phonics/Letters/Pre-Reading/Pre-Writing**

Developmentally appropriate practices will be used this year.

- Introduction and recognition of letters
- Introduction to sounds of letters through reading aloud, letter sound games, and more
- A class library with reading books is available to students at various times during the school day.
- Writing is introduced through sensory-based activities such as writing letters in sand, sculpting letters with clay, wire, natural materials, creating letters through collage, making letter shapes with bodies
- Recognition and engagement with print in the environment, recognizing meaningful words such as their names and peers names, practicing writing meaningful words
- Read-aloud stories accompanied by discussions about the message, author, emotions, questions brought up by the children, encouragement of multiple perspectives, critical thinking, use of questions to elicit discussion:
  - What do you notice?
  - What do you see that makes you say that?
  - What else?
- Compose their own stories and dictate them to teachers accompanied by illustrations.

### MATH

Using a variety of methods, manipulatives, and games to learn math concepts such as: noticing and making patterns (calendar, pattern blocks, unifix cubes, counting bears), sorting - By color, by size (big, bigger, biggest, small, smaller smallest) and by kind, counting 1-20, days of the month, tally days of school, for example, greater than/less than, measuring - with rulers, Unifix blocks, hands, feet and other measurement methods.

### SCIENCE

Science is approached using the Inquiry-Based Learning Model and exploration of nature. Spending time outdoors going on walks to notice the changing of the season, the changes in the trees, to observe bugs, plant a garden, and collect and create with natural materials.

### SEL - Social Emotional Learning

Topics include: exploring our feelings and name them, discussing conflict resolution techniques, supplying students with tools to self-soothe and manage their feelings independently, reading books that depict children dealing with universal issues, teaching and encouraging empathy and discussing what it takes to be a true friend, and talking about inclusion, diversity, cultures, and tolerance.



# KINDERGARTEN

## **LANGUAGE ARTS**

The *Phonics Workshop (Heinemann and Teachers' College)* is used to teach letter and sound correspondence. 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. 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 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.

## **TECHNOLOGY**

Technology is approached as an integrated subject within the full curriculum. Students learn to take pictures and videos integrated into the curriculum. RAZ Kids and BrainPOP Jr. are used to supplement the curriculum. Students learn hands-free programming with KIBO robots, Bee-bots and coding applications.

## **PROJECT BASED LEARNING**

Students create Ir Shalom (City of Peace) by looking outside the greater community. 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 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 relevance of their organization in a Jewish city. Students build buildings and vehicles as the city comes to life. Finally, the city opens and students "inhabit and live their plan."



# FIRST GRADE

## **LANGUAGE ARTS**

*Phonics* in first grade is based on the Science of Reading research and the Institute for Multi-Sensory Education-Orton Gillingham curriculum. For handwriting we use the Handwriting Without Tears Curriculum. *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).

## **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 include: *Math In Focus* Unit Enrichment, Remediation, Extra Practice Packets, *Marcy Cook Math Tiles*, *Beast Academy*.

## **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 SuperPowers (structure & survival, parenting & offspring survival, inheritance & variation of traits, plants & engineering, plant survival), Spinning Sky (sun, shadows & daily patterns, seasonal patterns, stars), Lights and Sounds (sound, vibration, light, engineering and communication).

## **SOCIAL STUDIES**

California's social science framework theme is '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, Hispanic Heritage, Black History, Women's History, AAPI, Jewish Heritage, and Pride months).

## **TECHNOLOGY**

Integration with general studies subjects using basic programming (Tynker, 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? Opportunities to answer this question are based on the curriculum and the world around us.



## SECOND GRADE

### **LANGUAGE ARTS**

*Reading Workshop (Heinemann and Teacher's College)* units that teach fluency and comprehension include: Becoming a Big Kid Reader (read fluency), Becoming Experts: Reading Nonfiction (non-fiction), Tackling Longer Words and Longer Books (fiction/non-fiction), and guided reading in small groups. Also, reading biographies and teachers read alouds. *Writing Workshop (Heinemann and Teachers' College)* units include: Making Small Moments Big (narrative writing), Chapter Books: Writing Non-Fiction from the Heart (information writing), Finding Awesome Everywhere: Celebrating through Opinion Writing (opinion writing). Phonics instruction comes from *Orton-Gillingham*, as well as reviewing concepts from the Heinemann phonics program. In addition, we engage in *Structured Word Inquiry* throughout the year.

### **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: seven continents, people, places, & cultures around the world, map skills, biographies, Dr. Martin Luther King Jr. & African American history, U. S. civics, and Thanksgiving/family heritage.

### **SCIENCE**

*Mystery Science* curriculum 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, implementation to advance water sustainability), Animal Biodiversity (classification of animals, habitats, biodiversity & engineering) and Plant Adaptations (plant growth & habitat, seed dispersal, plant growth & plant needs). A variety of design and engineering challenges are incorporated to solve real world problems.

### **TECHNOLOGY**

Integration with general studies subjects using *Epic* (digital literacy), *RAZ Kids*, *Seesaw*, *Book Creator*, and coding. Students participate in a Digital Citizenship curriculum through CommonSense Media. In addition, they learn and explore many different technologies in the Creativity Lab, and they begin to learn how to be a responsible citizen of technology.



## THIRD GRADE

### **LANGUAGE ARTS**

*Reading Workshop (Heinemann and Teachers' College)* units that teach fluency and comprehension include: Building a Reading Life-abridged (fiction); Reading to Learn (non-fiction); Character Studies (fiction); Mystery (fiction). *Writing Workshop (Heinemann and Teachers' College)* units include: Crafting True Stories (narrative), The Art of Information Writing (information), Baby Literary Essays-abridged (opinion); Changing the World (opinion). Grammar instruction comes from *Patterns of Power* and spelling instruction comes from *Words Their Way*. Cursive instruction comes from *Zaner-Bloser*.

### **MATH**

*Math In Focus* units include: Numbers to 10,000, Addition within 10,000 & Subtraction within 10,000, Multiplication, Using Bar Models: The 4 Operations, Fractions, Measurement, Area & Perimeter, Telling Time, Graphs and Line Plots, Angles, Lines & Two-Dimensional Figures. Enrichment opportunities include: *Math In Focus* unit enrichment packets and *Matific* (online math challenges).

### **SOCIAL STUDIES**

California's social science framework theme is 'Continuity and Change.' *Studies Weekly* and supplemental sources serve as the basis of the curriculum. Units include: Inquiry, Geography of Local Region, Local Native Americans, Community Changes Over Time, and Civics and Government.

### **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 and includes use of Google Drive, email, research tools and other applications. Digital citizenship is an integral part of learning technology tools.

### **PROJECT BASED LEARNING**

*Cardboard Arcade*: Students participate in a design challenge, working through the Engineering Design Process in small groups to design and build a cardboard arcade game, which will be integrated into our school's Purim celebration. Games are built from cardboard and common supplies like tape, paperclips, and string. Students write instructions for their game. This experience gives students an understanding of the Engineering Design Process, working through problems, research, sketch, feedback, construction, testing, revision, and completion that engineers in the real world go through each 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/argumentative writing), Spinning True Stories into Gold (narrative writing), Discipline-Based Writing (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*, *Scholastic Super STEM*, *Math In Focus* Unit Enrichment Packets, *Beast Academy*, 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'. The resources *Studies Weekly: California Edition* and other historical sources serve as the basis of the curriculum. Units include: location, geography, & natural resources of California; California Native American tribes & their regions; European explorers and settlers; development of the mission system and its effect on the Native American population & environment; Mexican War for Independence from Spain, Mexican Rancho period leading to Mexican-American War; gold rush; California's admission to the USA as a free state; development of the Transcontinental Railroad; California's government.

## **SCIENCE**

*Mystery Science* units include: Human Body, Vision, & The Brain, Animal & Plant Adaptations, Earth's Features & Processes, Sound, Waves, & Communication, Energy & Energy Transfer, and Electricity, Light, & Heat. Students also participate in the annual STEM Fair each winter.

## **TECHNOLOGY**

Integration with general studies subjects using GoogleDrive, Raz-Kids, TinkerCad, use of iPad, green screen, and coding. Students participate in a Digital Citizenship curriculum.

## **PROJECT BASED LEARNING**

*Bridges*: Toothpick bridges are designed and built by teams of students. They learn about bridge design through the ages. Then, 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 our world.





## UPPER SCHOOL GENERAL STUDIES

In Hausner's Upper School, (Grades 5-8) we embrace our students' passions, desire for exploration, and burgeoning independence through learning experiences that resonate with them and expand their minds. Hands-on projects and in-depth studies activate our students' natural inclination for inquiry.

We provide the space for students to explore their identities, opinions, and interests, and focus on the processes of academic and personal growth. We help our students navigate the social, emotional, and intellectual changes they are experiencing and encourage them to consider other perspectives.

Students develop analytical skills and the ability to engage in rhetoric debate, allowing them to approach all of their subjects with a critical eye and the ability to think deeply and abstractly. Our advisory curriculum provides close academic and emotional support for each student, helping them develop healthy habits that are critical for future success.

### **FIFTH GRADE AS UPPER SCHOOL**

We recognize and respect the unique developmental space that fifth graders inhabit. Not quite middle schoolers, and not lower schoolers, we provide a hybrid experience that allows them to test their skills and autonomy in the safest of places. Fifth graders start the year closer to lower schoolers and throughout the year will have a homeroom teacher and classroom. As the year progresses, they gain Upper School responsibilities and privileges. For example, lockers. Another example is in the second semester, fifth graders join Upper School electives.

Our fifth graders begin being taught by teachers who are specialists in their area of expertise and have one teacher for Math and STEM and another for Humanities.



## HUMANITIES

The Upper 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 Upper 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.

Literature the students read each year closely aligns with the larger themes in the humanities year-long course and aligns with the historical content students are studying.

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 work closely together to ensure continuity and progression throughout the middle school years.



## FIFTH GRADE

### **Social Studies/History**

In fifth grade, students learn the foundational history of the United States. We start with the origins of democracy that begins with the Mayflower Compact, which demonstrates the foundation of the consent to be governed in the United States. Focus is also placed on geography of the 13 colonies, which resulted in cultural regions we still encounter today. Looking at everyday life during Colonial times provides a basis for understanding the birth of our country and provides a sharp contrast to our lives today- an important facet of learning for fifth graders. We spend time reading textbooks and analyzing text structures, and considering which information is included and excluded, to create a full picture of our country's history.

### **History**

Units of study:

- Early European Settlements
- Comparing English Colonies
- Life in Colonial Williamsburg
- Slavery in the Americas
- Causes of the American Revolution
- The American Revolution
- The Declaration of Independence

### **English Language Arts**

Students begin to grow their expository writing skills in fifth grade. The focus is on writing in an organized way, clearly sharing ideas with their readers. Using scaffolded support, the students become comfortable with the writing process, which includes outlining, drafting, editing and revising, and writing a final version of their work.

Much of student writing is in response to books we read together and nonfiction reading related to our social studies curriculum. We emphasize text structures as a tool to understand main ideas in the text. We use our reading fiction and nonfiction reading to parse word choice and how readers glean messages from the text. The goal is for students to become active readers and interact with the text, developing their own ideas and using them to launch discussion points in class and in the world around them.

### **Reading**

We read the following literary works:

- *Restart* by Gordon Korman
- *Chains* by Laurie Halse Anderson
- *Becoming Naomi León* by Pam Muñoz Ryan



## SIXTH GRADE

### History

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. Units of study include (a) an introduction to archeology, the Paleolithic Era, and the Neolithic Revolution; (b) ancient Mesopotamia, Egypt, and the Middle East; (c) ancient India and China; and (d) classical Greece and Rome.

### Writing

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 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 to observe important details, make connections between parts of the text, infer larger themes, and understand social and historical context of the work. Because readings are closely connected to topics they study in history, students apply historical knowledge of civilizations to the literary narratives and analyze cultural values that emerge from those works. The works studied 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.

### Reading

We read the following literary works:

- *The Giver* by Lois Lowry
- *The Little Prince* by Antoine de Saint-Exupery
- *Gilgamesh the Hero* by Geraldine Mccaughrean
- *The Golden Goblet* by Eloise Jarvis McGraw
- *D'Aulaires' Book of Greek Myths* by Edgar Parin d'Aulaire
- *Excerpts from the Iliad and The Odyssey* by Homer



## SEVENTH GRADE

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

### 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 worlds. 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 Rome and beyond. Further units of study include the rise of Christianity and Islam in the Medieval Period, the Renaissance, the Scientific Revolution, and the Enlightenment. All units of study involve reading of primary and secondary sources, writing thesis-driven essays, and engaging in discussion, debate, and hands-on projects.

### Writing

Students further their understanding of literary themes and develop sophisticated research and writing skills. 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.

### Reading

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.

- Rosemary Sutcliffe, *The Wanderings of Odysseus*
- D'Aulaires' *Book of Greek Myths*
- *Aladdin and Other Tales from the Arabian Nights*
- Elizabeth Gray, *Adam of the Road*
- Thornton Wilder, *The Bridge of San Luis Rey*
- Selected stories, fables, and tales
- Selected philosophical readings



## **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.

### **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. Units of study include the following, in addition to current events: 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)

### **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.

### **Reading**

We read the following literary works:

- Jeanne Wakatsuki Houston, *Farewell to Manzanar*
- Frederick Douglass, *A Narrative of the Life* (selections)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (selections)
- Charles Portis, *True Grit*
- Harper Lee, *To Kill a Mockingbird*
- *Night* by Elie Wiesel



## MATH

The Hausner Upper 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, one accelerated path and one honors path:

Path A -- 6th Grade -- Intro to Pre-Algebra

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 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.

### Fifth Grade

Fifth grade math is taught by subject area specialists. *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 enrichment specialist.

### Intro to Pre-Algebra

Intro to Pre-Algebra 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. Intro to Pre-Algebra 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)**

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.

Textbook: Larson Pre-Algebra – Holt McDougal

### 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) & Grade 8 (regular)**

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)

Textbook: Algebra 1 – Holt McDougal

### 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**

Course Objective: Geometry is a high school level geometry course. This course in Euclidean 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.

Textbook: Geometry – McDougal Littell

### 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](#) and beyond. Students are assessed using a modified standards-based grading approach. Students will learn to write lab reports and scientific arguments, analyze data from multiple sources, create spreadsheets and charts, use specialized lab equipment (microscopes, sensors/probes, micropipettes etc.) and design and conduct their own experiments, studies and engineering projects.

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.



## FIFTH GRADE

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

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Major Science Units:

- Earth Systems
- Earth's Position in Space
- Ecosystem Restoration
- Modeling Matter

STEM Fair:

Students work in teams to meet a classwide challenge, a variation on a classic egg drop, involving the iterative Engineering Design process.



## SIXTH GRADE

Students will meet performance expectations from the [Next Generation Science Standards](#) and beyond. A sampling of these standards include:

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

### Major Science Units:

- Microbiome & Infectious Disease (including microscopy)
- The Atomic Model, Origins of the Universe and Phase Change
- General Principles of Energy (Thermodynamics)
- Weather/Climate & Climate Change

### Technology Topics:

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



## SEVENTH GRADE

Students will meet performance expectations from the [Next Generation Science Standards](#) and also do advanced topics through Biochemistry Literacy for Kids. . 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:

- Geology
- Chemistry: The Periodic Table and Chemical Reactions
- Interactions in Ecosystems / Human Impacts Within Ecosystems
- Evolutionary Relationships & Anatomy

### Technology Topics:

- Programming in Arduino (C++) 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



## EIGHTH GRADE

Students will meet performance expectations from the [Next Generation Science Standards](#) and also do advanced topics through Biochemistry Literacy for Kids. 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, Biochemistry Literacy and Biotechnology
- Natural Selection
- Newtonian Physics (including the Rube Goldberg project)
- Human Biology (including Fetal Pig Dissection)

### Technology Topics:

- Programming in 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



## **TK-8 JEWISH STUDIES**

Hausner's rich Jewish Studies curriculum is based upon seven 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 values, students gain strong values for life: kavod/respect, mitzvot/commandments, Tzedakah/righteous giving, friendship, sharing, and making good choices. Students celebrate and learn the Jewish holidays around the year through stories, songs, and art projects. Each Friday, students celebrate Shabbat. We explore Biblical stories, with a focus on Genesis, throughout the year.



# 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 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, celebrating both in the classroom and in participation in all school festivities. Parents often participate as well, thus deepening their connection.

## **TALMUD TORAH (TEXT STUDY)**

Students 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, Tower of Babel and the narratives regarding the patriarchs and matriarchs. In addition, those stories connected to holidays such as the Exodus from Egypt and Book of Esther will be explored in anticipation of the relevant holidays..

## **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 children's stories and songs are taught, Hebrew is used to connect to Israeli culture 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 for Kindergarten and TK students 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. Students are introduced to Hebrew songs, and personal stories. Israeli Independence Day is celebrated with virtual sightseeing of the country, the map and connecting 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 *chagim* 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 2<sup>nd</sup> grade for a festive, music infused Kabbalat Shabbat evening service.



## THIRD GRADE

### **T'FILAH (PRAYER)**

Third graders are leaders in weekly Tefilah experience and “prayer buddies” for younger students. They prepare skits, explain words, and strive to create a sense of spirituality. 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 Hebrew words. Students are encouraged to share 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 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, and peace.

### **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 to teach and share knowledge about the specific theme of the year. For example, grandparents have come to teach about life experiences as part of Torah study and respecting elders. We have heard about parent’s experiences in the court system when studying about Judges in the desert, or heard from a pilot who participated in the operation to bring the Ethiopian Jews to Israel.

### **CULTURE**

The Synagogue unit includes exploration of the temple in Jerusalem, ancient synagogues, and synagogues around the world. They learn about history, community, architecture, symbolism, and what makes a place sacred. They create a large mosaic piece, a copy of an ancient synagogue placed on the school's walls. Each student creates a synagogue project to present and 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 suffering of living creatures”). Jewish tradition indicates that we are forbidden to be cruel to animals and that we are to treat them with compassion. Students study texts that delineate this mitzvah, brainstorm methods of carrying out the precept, and take part in activities aimed at fulfilling this commandment in the world.

### **CHAGGIM (HOLIDAYS)**

To parallel our attention to detail in the Talmud Torah strand, in preparation for the holidays, we cast our eyes on 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 focus on one 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.



## UPPER SCHOOL

The upper 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.

## 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 Jewish life-cycle rituals. Beginning with birth rituals, students will learn about the different customs that diverse Jewish communities have developed to mark significant life-cycle events including Circumcision and naming rites, B'nai Mitzvah celebrations, Wedding rituals, as well as death, burial and mourning customs.

### CHAGGIM (HOLIDAYS)

We start the Jewish year by taking part in a *Sefardi and Mizrahi* 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 and Mizrahi* customs. We particularly emphasize *Yom Kippur* with some soul searching and study, and *Sukkot* with a sleepover in the Hausner *sukkah*.

### TALMUD TORAH (TEXT STUDY)

Fifth graders delve into the story of Samson in *chevruta* (study groups) while they ponder the meaning of leadership and service. 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. In addition they will learn about the story of Joshua and entering The Land of Israel.

### HISTORY & CULTURE

Life cycle and cultural meaning are a cornerstone of fifth grade Jewish studies. Students learn about how life cycle celebrations vary religiously and geographically. As part of our school commemoration of Yom Hashoah, Yom HaZikaron and Yom Ha'Atzmaut we prepare the students through age appropriate stories and songs.



## 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 commentaries. Using the text of the Tanakh, specifically *parshiot Beshalach, Yitro, and Ki Tisa*, 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**

Integrated with their thematic studies in Humanities, students will look at the historical context of the Passover story and the culture and history of Egypt. Students also learn about the historical context of the creation of the codified Tanakh, Mishnah, and Gemara- as well as the stories of other important commentators on the text, from the book *The Story of the Jews: A 4000 Year Adventure* by Stan Mack.

### **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. Students will learn Torah trope and key prayers in the Shabbat Morning service to prepare them to fully participate in Bnei' Mitzvah.



## SEVENTH GRADE

### **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 passages from the first chapters of Genesis and selected passages from the book of Deuteronomy. In addition, students study and develop creative interpretations of selected texts from *Mishna Pirkei Avot* through the original musical recordings.

### **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**

Students learn about key moments in Jewish medieval and early modern history from readings in the book *The Story of the Jews: A 4000 Year Adventure* by Stan Mack. IN addition, students study the *Diary of Anne Frank* and Art Spiegelman's *Maus*

### **ISRAEL**

Current events in Israel are discussed in the context of Upper School assemblies and through discussions of the Book of Deuteronomy in which the construction of Jewish society in the land of Israel is a particular theme.



## 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 passages from Leviticus chapter 19, 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, שְׁמֵרוּ מִשְׁפַּט וְעֵשׂוּ 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 the 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. Revisiting the Declaration of Independence and preparing for Israeli Supreme Court mock trials.





# HEBREW

## LOWER SCHOOL HEBREW STUDIES

### TRANSITIONAL KINDERGARTEN

Over the course of the year, students build a strong and joyful foundation of the Hebrew language. Curriculum instills them with a love of Hebrew and a basic sound of the language. Students 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

Curriculum aims to instill students with a love of Hebrew and a sound basis of the language. Students learn in an engaging and communicative environment. Learning is reinforced with stories, games, songs, art projects, group games, drama, and hands-on activities. 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 alphabet is introduced: they learn the name, sound and how to write letters. In kindergarten, they get the basic Hebrew foundation for their future learning.

### FIRST GRADE - *Kitah Alef*

#### Hebrew

Students are formally introduced to Hebrew reading and writing, and learn language through the *iTaLAM1* curriculum. Students learn basic fundamentals of the 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/Heritage Hebrew (Hebrew speakers)

Students are formally introduced to Hebrew reading and writing, and learn language through the *Kesem Ve'Chaverim* curriculum, imported from Israel's Ministry of Education. 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*

### Hebrew

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/Heritage Hebrew (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. 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*

### Hebrew 1

Students continue to develop Hebrew skills through the “*Shalom*” *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. 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.

### Hebrew 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; engage in simple conversations; and begin to use past tense verbs in addition to present tense.

### Dovreiv Ivrit/Heritage Hebrew (Hebrew speakers)

Students enhance their proficiency through the innovative “*Olamot*” curriculum from the Israeli Ministry of Education. This hybrid program combines traditional textbooks with digital resources to develop comprehensive language skills. Students improve their oral communication, strengthen grammar and vocabulary, and advance their reading abilities—progressing from texts with vowels (*nikud*) to those without. Curriculum exposes learners to diverse Hebrew literary genres, fostering cultural understanding alongside language competency. Through an integrative approach, “*Olamot*” immerses students in varied



content and teaching methods, ensuring they develop well-rounded Hebrew skills applicable to real-world communication scenarios.

## **FOURTH GRADE - *Kitah Dalet***

### **Hebrew 1**

Students continue to develop their Hebrew skills through the “*Shalom 1*” 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. 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.

### **Hebrew 2**

Students use the *iTaLAMA4* curriculum which continues to build on *iTaLAMA1/2/3*, both in skills and in the theme of daily life in the classroom and at home (“*Ha’Kitah Meuhedet*” - The United Class). Units focus on behavior and conduct, and on the construction of a community in which the students can work together in order to promote cooperation and facilitate successful learning. 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.

### **Dovreiv Ivrit/Heritage Hebrew (Hebrew speakers)**

Students continue to enhance their proficiency through the innovative “*Olamot*” curriculum from the Israeli Ministry of Education. This hybrid program combines a traditional textbook with digital resources to develop comprehensive language skills. Students improve their oral communication, strengthen grammar, spelling, vocabulary, and advance their reading abilities—progressing from texts with vowels (*nikud*) to those without. Curriculum exposes learners to diverse Hebrew literary genres, fostering cultural understanding alongside language competency. Through an integrative approach, “*Olamot*” immerses students in varied content and teaching methods, ensuring they develop well-rounded Hebrew skills applicable to real-world communication scenarios.



## UPPER SCHOOL HEBREW STUDIES

### FIFTH/SIXTH GRADE - *Kitah Hay/Vav*

#### **Beginners**

This course is for students who have not studied Hebrew before. Students learn to read and write in print and in cursive, vocabulary and grammar, as well as 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 language skills: speaking, reading, listening and writing in a fun and engaging way through authentic and semi-authentic materials, such as: 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.

#### **Hebrew 1**

Students continue to develop Hebrew skills using the *Besod Ha-Ivrit curriculum*. 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 language proficiency, they also become aware of new viewpoints on daily life in Israel, Jewish tradition, and Israeli society.

#### **Hebrew 2**

Curriculum follows the *Bishvil Haivrit 1&2* program. The curriculum brings Hebrew alive with print and digital media cultivating all aspects of 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.

#### **Dovreiv Ivrit/Heritage Hebrew (Hebrew speakers)**

Curriculum offers a comprehensive language learning experience, focusing on developing well-rounded skills. Students enhance their reading comprehension through diverse, authentic texts, while the *Ofek* digital platform and age-appropriate online tools provide engaging Israeli cultural content. Writing skills are honed as students craft various essay styles, including persuasive and narrative, and maintain personal Hebrew blogs, all while improving spelling accuracy. The literature component balances independent book choices with guided reading of Shiri Tzuk's "Who Wants a Super Power?". This multifaceted approach, emphasizing both digital and traditional methods, ensures an engaging and thorough Hebrew language education tailored to students' interests and needs.



## SEVENTH/EIGHTH GRADE - *Kitah Zayin/Chet*

### **Hebrew 1&2**

Students enhance their Hebrew proficiency through *Ulpan-Or's* curriculum, which employs the innovative RLA (Rapid Language Acquisition) methodology to mirror natural language learning processes. This comprehensive program primarily develops speaking and comprehension skills, while also covering reading and writing, aiming to rapidly build students' confidence in Modern Hebrew. Curriculum integrates advanced technology and contemporary learning techniques, offering engaging multimedia content that explores diverse aspects of Israeli culture, society, and professional life.

### **Hebrew 3**

Students continue to follow the *Bishvil Haivrit 2* program. 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. Real life scenarios are practiced. A big focus is on the Israel Study Tour that the 8th grade class takes. 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.

### **Dovrei Ivrit/Heritage Hebrew (Hebrew speakers)**

Students continue to build on their existing Hebrew language skills through a comprehensive curriculum based on the *Bishvil Ha'Ivrit 3/4* program. This course exposes students to various authentic Hebrew texts, enhancing their vocabulary and grammar while developing advanced comprehension and analytical skills. Students engage in high-level writing assignments, utilize online activities and apps like *Hachtava* Hebrew Typing and BrainPop Israel, and immerse themselves in Hebrew media through movies and music. A key component is the reading program, which includes both independent reading through regular library visits and guided reading of selected works such as "Open Green Shutters" by Ronit Lowenstein-Malz or "The Island on Bird Street" by Uri Orlev, accompanied by creative writing and art projects. This multifaceted approach ensures students develop their Hebrew proficiency across all language domains while deepening their connection to Israeli culture and literature.



# TK-8 SPECIALS: Art, Creativity Lab, Digital Citizenship, Library, Music, PE

## 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 - The 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 with a primary focus on art material exploration and 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
  - Still life - Clementine Hunter - drawn from memory
  - 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
  - Seascape - Maude Lewis
  - 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 figures
- Asia: Painting traditions and folk art
  - Sumi-e painting
  - Dragon stories - adding color
  - Fish bowl - clay
- Mexico: Frida Kahlo and Diego Rivera, the self portrait and the mural
  - Personal expression, large political / cultural statements
  - Folk art - tin art
- 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
  - South America - Pattern tied to Identity and Landscape in Pottery/Weaving
  - Africa: Masks and Textiles - Adire batik patterns, Senofu animals, Masks for ceremony/ storytelling
- 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





- Collage- Positive/Negative space exploration
  - Alma Thomas - abstraction - color and space

## **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
- Pop Art
  - Wayne Thiebaud - Perspective drawing - cake slice



- Warm/Cool colors - modern light
- Memory, image and imagination

## **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 change 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
- Renaissance Studies
  - Leonardo da Vinci - "Where is Mona Now"
    - Proportions of the human body
    - Imagine a modern day Mona Lisa
  - Michelangelo - Sculpture
    - Ivory soap to understand "releasing the form"
    - Physical challenges of not breaking the block
  - Albrecht Durer - Drawing as science
    - Observational plant drawings
    - Color mixing for plants
- Jewish Art/Artist
  - Chagall - Biblical Symbolism
    - Stained glass window in watercolor
    - Symbolism/Cubism
  - Mizrach - Designing Text
    - Historical examples and purpose
    - Hebrew text and Illustration
- 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



# CREATIVITY LAB

## INTRODUCTION

The Creativity Lab provides students from TK to 8th grade with an opportunity to explore their creative potential through hands-on projects, collaborative problem-solving, and innovative thinking. The lab fosters a growth mindset, encouraging students to embrace challenges, think critically, and apply their learning in new and imaginative ways.

## PHILOSOPHY & GOALS

- **Inspire Creativity:** Encouraging students to express themselves through various mediums and tools.
- **Cultivate Innovation:** Developing the skills needed to think outside the box and approach problems from different angles.
- **Promote Collaboration:** Teaching students how to work together to brainstorm, plan, and execute projects.
- **Build Resilience:** Instilling the importance of perseverance and the growth mindset, where failure is viewed as a learning opportunity.
- **Integrate STEAM:** Incorporating science, technology, engineering, art, and math to promote interdisciplinary learning.

## LAB SETUP AND TOOLS

- 3D printers for designing and creating models.
- Cricut machines for crafting and cutting.
- Robots and coding tools to introduce students to programming and automation.
- Audio-visual equipment for green screen and video production.
- Construction materials/tools for building and prototyping.

## GRADE-LEVEL OVERVIEW

- **TK - 2nd Grades**
  - Focus: Exploration and discovery.
  - Activities: Introduction to basic tools and materials, imaginative play, building with simple materials (e.g., LEGO, Keva Planks), and collaborative projects.
  - Skills Developed: Fine motor skills, creativity, collaboration, and early problem-solving.
- **3rd - 5th Grades**
  - Focus: Creativity and design thinking.
  - Activities: Projects based on storytelling, design challenges (e.g., building bridges or towers), early coding activities, and prototyping with basic materials.
  - Skills Developed: Critical thinking, teamwork, creativity, and early design skills.



- **6th - 8th Grades**

- Focus: Innovation and real-world application.
- Activities: STEAM-based projects, coding and robotics challenges, 3D printing, green screen video production, and entrepreneurship (e.g., Shark Tank-style presentations).
- Skills Developed: Advanced problem-solving, coding, leadership, and presentation skills.

### **GROWTH MINDSET INTEGRATION**

Students are introduced to the concept of growth mindset through "Power of Yet," learning that mistakes are part of the learning process. Lab projects encourage trial and error, promoting resilience and self-confidence.

### **ASSESSMENT**

- Formative Assessments: Ongoing feedback during projects, emphasizing progress, creativity, and collaboration.
- Summative Assessments: Final projects and presentations that demonstrate understanding of the concepts and skills applied in the Creativity Lab.

### **CONCLUSION**

The Creativity Lab prepares students to approach challenges with creativity, confidence, and collaboration. It nurtures lifelong skills that are essential in today's rapidly changing world, equipping students to be the thinkers, innovators, and leaders of tomorrow.



## DIGITAL CITIZENSHIP

Curriculum used: Common Sense Media

Parents are invited to also use it at home. Use this link - <https://www.commonsensemedia.org/>.

## LIBRARY

Our library program is designed around three main elements of literacy development. The first strand introduces students to the world of literature, beginning in TK and continuing through eighth grade. From early exposure to picture books and read-alouds, to deeper engagement with chapter books, novels, and nonfiction texts, students are immersed in stories that spark their imagination and foster a love of reading. As they progress through the grades, they are introduced to a diverse range of genres, authors, and cultures, expanding their understanding of the world and encouraging a global perspective.

The second strand emphasizes the development of literacy skills through practical, hands-on activities. Starting in the lower grades, students explore the basics of reading comprehension while being introduced to tools such as dictionaries to enhance their vocabulary and language skills. As students progress, they participate in writing activities like crafting letters to authors, giving them opportunities to express their thoughts and engage directly with the literary community. The emphasis is on fostering a deep understanding of text, improving vocabulary, and developing strong writing skills that complement their reading experiences.

The third strand emphasizes the exploration of information literacy and research techniques. Through collaborative projects and hands-on experiences, students learn to navigate the digital world, evaluate sources, and synthesize information. This approach empowers them to become independent learners who can confidently use both print and digital resources to support their academic pursuits.

By integrating creativity, critical thinking, and a joy for reading into each lesson, our library program equips students with the tools they need to be lifelong readers, learners, and thoughtful global citizens.



# MUSIC

## Hausner Music Program

The Hausner Music program is built upon the "Music By Heart" curriculum created by Lior Ben-Hur, which emphasizes creativity, inclusivity, and community building through music. Our program encourages students to explore music in various forms, from vocal and instrumental performance to digital music production, all while fostering cultural awareness and leadership.

### Program Values:

- **Community Building:** Harnessing the power of music to unite students, families, and the broader community.
- **Cultural Diversity:** Promoting appreciation for Jewish and global music traditions and customs.
- **Inclusivity:** Creating a welcoming environment where all students are embraced and celebrated for their unique differences.
- **Creativity:** Encouraging students to express themselves through music, extending creative thinking into all areas of their lives.
- **Leadership:** Developing students into future leaders by empowering them through music education.
- **Performance:** Bringing the joy of music to life through performances that enrich both the school and broader community.

### Curriculum Overview:

- **TK and Kindergarten:** In the early years, students begin building foundational skills in rhythm, melody, pitch, and movement. Using Dalcroze Eurhythmics, they develop physical awareness and musical expression while exploring instruments and engaging in creative activities.
- **1st–3rd Grade:** Students expand their ability to create, perform, and respond to music. They explore a variety of instruments, perform rhythmic patterns, and sing songs while learning key musical elements such as dynamics, tempo, and pitch. Music is also integrated with other academic disciplines.
- **4th–5th Grade:** Students compose and perform more complex pieces using both tuned and untuned instruments. They create music that represents diverse cultures and musical styles, deepening their understanding of musical elements and their expressive potential.



- **6th–8th Grade:** In these grades, students have the opportunity to learn an instrument, join the school choir, or participate in bands. They perform solos, compose music for their instruments, and participate in concerts. The emphasis is on concert preparation, reflection, and self-assessment, with no auditions required for any ensemble.

### **Program Objectives:**

- **Creativity:** Fostering creative expression through music while developing problem-solving skills.
- **Inclusivity:** Ensuring all students feel accepted and part of the community.
- **Music Skill Set:** Developing proficiency in playing instruments, singing, and digital music production through collaborative experiences in ensembles and bands.
- **Musical Proficiency:** Teaching students to read, write, and interpret music with a strong foundation in theory and practice.
- **Cultural Awareness:** Enhancing understanding and appreciation of Jewish and global musical traditions.
- **Leadership & Community Engagement:** Empowering students to lead, inspire peers, and contribute to a unified school culture.
- **Holistic Development:** Integrating music with other academic subjects to support overall growth and a lifelong love for music.



## 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 program for students in all grades creates a positive and cooperative learning environment that provides maximum participation for all students 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.

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.

### **GRADES TK-K**

Students participate in: Movement Exploration, Bean Bag Activities, Throwing and Catching, Locomotor Skills, Gymnastics, Bowling, Soccer, Basketball, Parachute, Four Square/HopScotch, Dance, & Jump Rope.

### **GRADE 1**

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

### **GRADE 2**

Students participate in: Four Square/HopScotch, Movement Exploration, Parachute, Throwing & Catching, Hockey, Bowling, Soccer, Basketball, Jump Rope, Dance, Baseball and Gaga Ball.

### **GRADES 3-5**

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

### **GRADES 6-8**

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.





# LEARNING SUPPORT PROGRAM

The team consists of one full-time School Counselor and three to four full-time Learning Specialists.

## **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.
- Supports families through an outside professional evaluation process, if warranted.
- Provides follow-up SST meetings 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<sup>®</sup>, Lindamood-Bell<sup>®</sup>, 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 the learning profile of students who require monitoring, modifications, and accommodations. The Learning Specialists inform & train teachers on an on-going basis.
- Occasional small group remedial intervention for identified students for grades K-5.
- 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 growth and success.
- Parent/Teacher support and education.