

The Calgary Jewish Academy

בית הספר
היהודי
בקלגרי



The Calgary
Jewish
Academy

Curriculum Outline

Grade Three
2009-2010

Subjects/Teachers

Alberta Curriculum

Art

French

Health

Hebrew Language/Chagim

Music

Physical Education

Torah and *Tfilla*/Kabbalat/Shabbat

Special and Gifted Services

Technology Support

Remedial English/Hebrew

& English as a Second Language

Guidance Counsellor

Library Support

Mrs. N. Tsekman

Mrs. A. Van Mil

Mr. R. Porterfield

Ms. F. Bowden

Mrs. Z. Atzmoni

Mrs. A. Van Mil

Mr. A. Kouperman

Mr. I. Brojges

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Freidman

Mrs. S. Gaon-Kazdan

Ms. T. Belanger

We are looking forward to an exciting and productive school year. We will be working very hard to provide educational experiences that will meet your child's specific needs, and that they will find interesting and stimulating.

Homework

Each child has been provided with a student agenda. Students are responsible for using the agenda to record all homework assignments, up-coming tests, and other important reminders. We feel that these agendas can become a useful form of home/school communication, but **it is important that you check the agenda daily** to ensure proper usage. The agenda can also be used to communicate any questions or concerns that you have. To assist both students and parents the school offers a **Homework Hotline**. Homework is updated daily and available after 4pm. To access the **Homework Hotline**, dial 403-253-3992 and follow the prompts.

Evaluation

Students are evaluated in a variety of ways. Informal evaluation occurs daily. This includes participation, daily assignments and the manner in which the students handle directions. Formal evaluation occurs in the form of unit/chapter tests, quizzes and end of term, or end of unit tests. The Alberta Curriculum teachers and the Judaic Studies teachers evaluate the students' personal development.

Judaic Studies Curriculum

Introduction to the Program Haverim B'Ivrit

Haverim B'Ivrit is a program for teaching Hebrew as a foreign language. The program is based on the communication approach which is guided by three aspects.

1. Psycholinguistic- the knowledge acquired through learning an additional language.
2. Educational- Focuses on the child's world
3. Social-Cultural- special attention is given to the cultural background of Jewish children

Program's Objectives

1. To enable students to communicate in Hebrew in various situations
2. To enrich the students understanding of written texts of different genres
3. To expose students with original Jewish text and its adaptations
4. To expose students to the culture and life of Hebrew speaking children
5. To promote student awareness of the special characteristics of the Hebrew language, this will enable students to make the connection between Modern Hebrew and Hebrew in ancient sources.

The Programs is guided by the following principles:

1. Focusing on the natural communication of the language
2. Integrating the four language skills- listening, speaking, reading, and writing
3. Ensuring gradual progress through the use of texts and grammar
4. Functional use of Hebrew grammar in real life setting
5. Practice of the language in different settings. Ensure that the learning material is relevant to the Student's life

6. Ensuring that the material and assignments are appropriate to the child's cognitive social and emotional development.
7. Planning clear assignments to increase the student's motivation, enjoyment, and success.
8. Integrating Jewish content within the unit of study through association.

The program is constructed from three parts:

1. My Album

- a. Birthday (taught in grade 3)
- b. My friends (taught in grade 3)
- c. Class fieldtrip (taught in grade 3)
- d. After school (taught in grade 4)
- e. Objects and stories (taught in grade 4)

2. My interests

- a. Food (taught in grade 4)
- b. Music (taught in grade 5)
- c. Pets (taught in grade 5)
- d. Clothes (taught in grade 6)

3. I care

- a. Man, Nature and the Environment (taught in grade 6)

Hebrew, Jewish Holidays, Jewish Customs and *Mitzvoth*

This year we will be basing our work on the new Hebrew language program, "*Haverim Beivrit*". The program includes three units: Birthdays, My friends and Class fieldtrip from the first part of the program, My Album. That program has several aspects, which enable the students to perform within all of the language skills.

A. "*Yom Huledet*" (Birthday)

This unit includes aspects of:

Communication skills - Students will be familiar with the external description of a person, as well as, to distinguish between a party's invitation, a greeting card and a shopping list. In addition, they will be able to understand a short conversation about birthdays etc.

Jewish Culture – Students will familiarize themselves with celebration of birthdays in Israel, part of their learning will include birthday songs and stories etc.

Grammar – Students will be aware of the differences between Hebrew and English sentence structure, and they will expand their knowledge of grammar.

B. "*Hachaverim Sheli*" (My Friends)

In this unit will build on their previous knowledge:

Communication skills - Students will understand different activities that take place in different times of the day. Students will conduct conversations in pairs and in groups. They will use all types of questions, and describe themselves in Hebrew.

Jewish Culture – Students will be aware of the significance of friendship in Israel and Canada. Student will learn the great importance of the *mitzvah* of *bikur holim* (visiting the sick) and songs related to this theme .

Grammar - Students will focus on proper use of possessions, infinitive and a few prepositions words.

C. “*Hatiyul Shel Hakita*” (Class fieldtrip)

This unit will expand on the previous aspects:

Communication skills - Students will identify and title a picture, they will be able to recognize the process of planning and executing of class fieldtrips and write about them.

Jewish Culture – Students will be aware of fieldtrips experiences in Israel and in comparison to their own fieldtrips. They will make connections to legends and songs related to stories in the bible.

Grammar –Students will understand the use of sentences in Hebrew that do not include verbs. Previous concepts will be reviewed and reinforced.

In addition to the above units from “*Haverim B’ivrit*” student will study from the Tal Sela program the unit - “*Bete’avon*” (bon appétit), and *Chag Ha’Ilanot* (birthdays of trees). The unit “*Bete’avon*” enriches students’ knowledge of healthy eating and cleanliness. The unit *Chag Ha’Ilanot* builds on students’ knowledge on birthdays which they learn as part of *Haverim B’ivrit*.

Independent reading in the library will be integrated in all of our units’ studies in order to enrich and reinforce students’ reading comprehension skills.

Jewish holidays, customs and mitzvot

Jewish holidays will be taught in class and new concepts and customs will be introduced to students for each holiday. Students will experience participating in plays, role plays, songs and games.

Israel-Canadian Living Bridge

This year, we will strengthen our bond/connection with the grade 3 students in Israel. Our students will correspond with Grade 3 students from *Lev Haemek* elementary school in the Upper Galilee to whom we will write and from whom we will learn about life in Israel.

T’filla

The Students will:

- Twice a week, participate in daily prayers and learn to lead them independently.
- Begin to be more knowledgeable and feel more at home in the synagogue.
- Become familiar with the basic structures of both the morning service and the Friday night service.
- Learn the significance of select prayers.
- Learn new prayers.
- Learn new and old melodies.
- Examine *mitzvoht* and their importance.
- Take a look at *mitzvoth* and their value at school, at home and in society, dealing largely with relationships with one another, the environment, education and ritual practice.
- Demonstrate their understanding through a variety of exercises including quizzes, performances and arts and crafts.
- Learn to chant and lead the appropriate blessings and prayers for Shabbat and participate in *Kabbalat Shabbat*.
- Learn about *Havdalah*, including, significance and liturgy.

Shabbat

An integral component of the curriculum throughout the year will be the study and observance of *Shabbat*. The importance and centrality of *Shabbat* in the Jewish cycle of time will be imparted to the children each Friday during the class *Kabbalat Shabbat* observance. Through the use of a variety of materials, as well as through discussions and active participation, the children will learn the stories, customs, traditions and vocabulary relevant to *Shabbat*. Songs, arts and crafts, drama, and games will be integrated to help enhance the children's appreciation of their Jewish heritage.

Children will also learn about the rituals of *Havdalah*, which is observed at the end of *Shabbat* on Saturday evenings at sundown.

Boys need a *kippah* everyday to be worn during all Judaic Studies and during Lunch.

It would be helpful to have a spare as well.

Alberta Curriculum

Art

The students will participate in a variety of experiences in the elementary art program. They will have the opportunity to gain perceptual awareness, to learn visual art skills, and to create using a diversity of materials.

In grade three, students will

- Continue to develop painting and drawing skills
- Use clay hand building methods to create a clay bowl
- Use warm and cool colour contrasts in their work
- Learn to warp a loom, and then to weave
- Use a variety of art materials and mediums
- Work collaboratively to design and paint a school door
- Learn cartooning techniques to develop a comic strip

French

Grade 3 students will have two classes weekly during the first semester and three classes each week during the second semester. Speaking, reading, writing, listening, and viewing will be structured around meaningful tasks, such as greetings and taking leave (role playing) in French, playing games to reinforce classroom object vocabulary, and using and combining numbers (1 – 20) and shapes and colours. The class will be conducted primarily in French in order to develop both students' comprehension and oral production skills.

We will explore the following themes: greetings and leave taking, school objects, colours and shapes, numbers 0 – 30, the French alphabet and pronunciation, days of the week, and months of the year. Grammatical concepts and appropriate vocabulary will be integrated throughout the themes.

Oral participation and presentations, written assignments, and quizzes will be the basis for evaluation.

Health and Life Skills

The aim of the Grade 3 Health and Life Skills Program is to enable students to better make well-informed choices in three main areas of health and life skills. These include wellness, relationships and life learning.

Wellness

In this area of, students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

Relationships

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interaction.

Life Learning

Students will use resources effectively to manage and explore life roles, career opportunities and challenges.

Information and Communication Technology (ICT)

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. The ICT curriculum is not intended to stand alone as a course but rather to become a part of core courses and programs.

ICT outcomes and expectations are organized into three main categories:

- Communicating, Inquiring, Decision Making and Problem Solving
- Foundational Operations, Knowledge and Concepts
- Processes for Productivity

Students will be provided the opportunity to integrate technology into various subjects across both curricula.

Language Arts

The Grade 3 Language Arts program focuses on reading, writing, listening, speaking, viewing, thinking and research skills. Gage Cornerstones and a variety of literary selections will form the basis of the program. The main focus this year will be on fluency, as the children have become proficient readers by grade three. Additional oral reading time will improve reading fluency and enhance the enjoyment of reading.

Emphasis will also be placed on oral communication and the use of visual media. The children will be asked to orally present information from material they have produced.

Close attention will be given to written language skills. The grade threes will be investigating what makes writing interesting and will be encouraged to develop stories that include more details and description. Writing activities will include journal entries, stories, poetry, letters, and report writing.

Emphasis will be placed on penmanship, spelling, grammar, and the mechanics of good writing.

Mathematics

To meet the needs of the curriculum, the Math Makes Sense series will form the basis of the grade three mathematics program. The children will use a wide variety of manipulatives to explore, communicate and reflect on mathematical ideas while solving problems.

Skills and concepts covered in grade three include:

- Patterning
- Numbers to 1000
- Addition and Subtraction
- Measurement
- Fractions
- Geometry
- Data Analysis
- Multiplication and Division

Special attention will be given to problem solving and basic fact mastery.

Science

The grade three Science program involves students in a process of inquiry and problem solving in which they develop both knowledge and skills. The topics we will study include:

- Animal life cycles
- Rocks and minerals
- Hearing and sound
- Building with a variety of materials
- Testing materials and designs

The topics will not necessarily be covered in this order. The program is inquiry based and emphasis is placed on hands-on discovery of the concepts.

Social Studies

The grade three curriculum focuses on the study of four countries: Peru, India, Ukraine, and Tunisia. Students will learn about the geographical characteristics of these countries, as well as cultural components such as holidays, festivals, food and clothing.

Music

Through the elementary music program, the student should develop an enjoyment of music, as well as gain musical skills and knowledge.

The grade three students will:

- develop an awareness and appreciation of a variety of music, including music of various cultures
- demonstrate beat and rhythms of quarter, eighth, half and whole notes through body movements (clapping, stamping, etc)
- identify the four families of musical instruments (bass, strings, woodwinds, percussion)
- learn the names of notes in the Treble Clef
- categorize instruments into Musical Families (string, woodwind, bass, percussion)
- identify note and rest values of half notes, quarter notes, and eighth notes
- compose music in both 4/4 and 3/4 time
- demonstrate an ability to sing in tune with expression
- play rhythmic patterns on percussion instruments

Physical Education

The Grade 3 curriculum will focus on manipulative skill development across a wide variety of activities and specific equipment types. The general concepts developed in grade 2 will be further refined and the goal will be to create outcomes with a greater degree of sophistication. The individual/small group focus will be retained and re-emphasized. By the end of the year, students will have developed skills in the areas of equipment manipulation, positive social interaction, and an ability to make rudimentary problem solving decisions. The result should be a highly involved, invested student who displays a spirit towards all things active.

Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, and individual activities. Students will understand, experience and appreciate the health benefits that result from physical activity. Students will assume the responsibility to lead an active way of life outside of school.

There will be an emphasis on problem solving, locomotor skill development and fair play. This year, there will also be strong emphasis on the safety of everyone participating in gym. Students will be introduced to sports that are taught at higher grade levels ex. volleyball, basketball, badminton. This will be done through games that incorporate skills required for those sports. It is preferable for students to come to class in gym-appropriate clothing. To that end, please ensure your children have clean running shoes and, if possible, 'gym-friendly' clothing. This ensures the students are safe and are able to fully participate in the activities.

Student marks will be based mainly on participation, sportsmanship and skill improvement. Students are expected to participate in all lessons and try to the best of their ability.