

# The Calgary Jewish Academy



## Curriculum Outline

### Grade Four 2009-2010

#### Subjects/Teachers

Art

Alberta Curriculum

French

H.L. 1, Jewish Holidays, Jewish Customs

H.L. 2, Jewish Holidays, Chagim

Music

Physical Education

Torah, Tfilla/Kabbalat/Shabbatt (4A)

Torah, Tfilla/Kabbalat/Shabbatt (4B)

Special and Gifted Services

Technology Support

Remedial English/Hebrew

& English as a Second Language

Guidance Councillor

4A – Ms. K. Lawrence

Mrs. A. Van Mil

4B – Mrs. Kaiser

Mr. R. Porterfield

Mrs. I. Lupo

Mrs. Z. Atzmoni

Mrs. A. Van Mil

Mr. A. Kouperman

Mr. I. Brojges

Mrs. Z. Atzmoni

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Freidman

Mrs. S. Gaon-Kazdan

## 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**

#### **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 Language**

Students will complete three units of *Haverim B'Ivrit*; "After School," "Objects and stories," and "Food." Through these three units students will enhance their performance in listening and reading comprehension, oral communication and written expression. The material can be divided into two categories, *communication* and *heritage*.

**Communication**

**A) Comprehension (Listening and Reading)**

Students will study texts presented in several different ways as well as through verbal and written exercises. Students will examine these exercises in the form of music, role playing, grammar games, shopping lists, schedules, receipts, legends, folk stories, jokes, advertisements and paragraphs from the Torah and from Jewish Sages (*Chazzal*).

**B) Verbal communication**

Students will be able to express an opinion on different subjects like, who is a good teacher and why. Students will have a conversation and fact find for information about an event. Students will be able to report about their afternoon plans and re-tell a story verbally. Students describe their experiences through personal cultural artifacts. Students will critique behavior and converse about songs they will learn. Students will be able to express feelings, and will learn how to talk on the telephone and to make an appointment. Students will compile riddles about their artifacts. Students will learn how to tell about their experiences connected with food. They

will be able to express opinions and argue in a debate. Students will discuss various children's songs written by Israeli poets. Students will play out situations in a restaurant.

### **C) Written expression**

Students will report information that they extract from the weekly calendar. Students will be able to express feelings in 3 to 4 sentences. Students will learn how to write a simple recipe. Students will expand on their description of themselves and their friends as well as what they are doing in the afternoon. Students will be able to put events in chronological order. Students will begin to express their opinions and feelings in their written work. Students will write questions, using different question words. Students will be able to report about a dialog. Students will learn how to write a request and explain their need. Students will be able to create advertising billboards. Students will write about events and experiences on the topic of food. Students will write a story about how everyone has different tastes and distastes. Students will write sentences using pronouns. Students will be able to correlate between text and illustration. Students will compose a simple song, following the style of specific poets.

### **D) Syntax and Grammar**

The students will learn syntax, grammar, verb groupings and conjugations. They will be able to distinguish between male and female adjectives and will learn to use conditional sentences appropriately. The students' main focus will be past tense and the usage of the verb, "was." Students will be exposed to third person plural verbs and how they are used in specific formulas. The students will also learn prepositions.

### **Heritage and Culture**

Along with the communicative aspect of the language, students will learn about areas of Jewish heritage and culture. The three units will explore:

1. After School - What Israeli students do after school and examine the differences between the levels of formality in Israeli schools versus North American schools.
2. Objects and stories - Students will examine different artifacts and explore the meaning behind them.
3. Food - Through the subject of food, students will learn about the laws of *Kashrut* and the different holiday foods.

Students will learn and examine:

- Popular Israeli recipes
- Various texts and sources about the characteristics of people
- The continuation and changes from generation to generation through artifacts
- Stories that include Jewish customs like, charity and hospitality
- How Israeli students prepare their end of year Torah party
- *Yom Hastudent*, (Student's Day) and what is done in North America
- The custom in some schools in Israel, to put a mailbox in the classroom, as an open communication device between students and teacher and between students and themselves

- The custom in some Israeli schools to keep a designated area for the study and keep of animals, they will compare this to their school
- The custom of “market day” in Israeli schools and its aim (Charity)
- The story from *Chazzal*, about the *Mann* that fell in the desert and a story about *Shabbat* from the book of legends, about life in the Talmudic era
- The custom of some schools in Israel, to highlight a star of the month, and have them speak on a subject that interests them
- How Israeli culture is connected to food, and compare it to North America
- About the strait forward attitude of Israeli culture

## **Holidays, Customs and *Mitzvoth***

The Students will:

- Study the various customs, liturgy, stories, and traditions of the holidays of the Jewish life cycle.
- Examine these holidays and their significance in history as well as today.
- Learn the story, song, vocabulary, names, food and customs for each holiday studied.
- Learn and experience the holidays.
- Demonstrate their understanding and value for the holidays through classroom discussion, projects and exercises.
- Begin to develop an appreciation for the Shabbat and its importance to the Jewish people.
- Develop a routine in which *Shabbat* is set aside and made special.
- Enhance their appreciation for the Jewish holidays and their feeling for the Jewish heritage as a whole.

## **Torah**

Students will study about ancient Egypt as an introduction to the Book of Exodus. In this book we will focus on the following stories: The Birth of Moses, Moses Helps His Brothers, The Burning Bush, Moses' Fight against Pharaoh, The Ten Plagues, Benai Israel Wondering in the Desert, The Revelation at Mount Sinai, and The Ten Commandments.

The class will discuss Jewish values and ethics arising from the text such as: group prejudice, compassion, modesty, stubbornness, and magic. In addition, students will be introduced to classical and modern commentaries suitable to their developmental level.

Students will prepare art and/or dramatic presentations in Hebrew based on the biblical narrative. Term grades will be based on unit tests, evaluation of class work and participation

Boys need a *kippah* everyday to be worn during the Judaic portion of the day, as well as during lunch and assemblies.

It would be helpful to have a spare.

## ***T'fila***

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

We look forward to a fun, productive year for the grade 4 classes. Students have been provided with a student agenda and are responsible for using the agenda to record all homework assignments, up-coming tests, and other important reminders. Checking the agenda regularly will be a useful method of communication and an important tool in helping our students meet with success.

### **Health and Life Skills**

The aim of the Health and Life Skills Program is to enable students to better make well-informed, healthy choices and to develop behaviors that contribute to the well being of themselves and others. A major focus of this year's course will deal with character building.

#### **Topic Overview: Wellness Choices**

Students will learn to make responsible and informed choices in order to maintain health and to promote safety for self and others.

#### **Relationship Choices**

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

#### **Life Learning Choices**

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

### **Language Arts**

The goal of the Grade Four Language Arts program is the continued fostering of literacy development by creating an environment that encourages the love of literature while developing competent readers and writers. In order to promote a deeper English Language proficiency student will engage in a variety of activities:

1. Selected readings from Cornerstone as well as other sources: The five main genres of literature: play, poetry, folklore, fiction, and non-fiction will be explored. The selections and activities included will address all the strands of Language Arts: reading comprehension, written expression, vocabulary development, usage, and the mechanics of writing (grammar, punctuation, and spelling).

2. Novel Studies/Literature Circles/Poetry: Over the course of the year students will engage in a number of language-based activities including reading, writing, listening with purpose, and speaking. The focus of each term will be:
  - First term: Tales of a Fourth Grade Nothing
  - Second term: Literature Circles
  - Third term: Poetry
  
3. Integration of English Language Arts and other areas of study (Math, Science, Social Studies and Health) will be integral to the development of a deeper personal understanding of the importance of language usage.
  - Letter writing will occur in order to thank those people who have helped the students attain their goals throughout the year.
  - Time in the week will be allocated at school to reading for its own sake. Students will select literature of interest to themselves.
  - Reading Log: Reading at home will also be required. A system will be in place to monitor the amount of reading done.
  - Summaries and book reviews: will be taught and assigned.
  - Mechanics of Writing:
    - Spelling will come from the student's work and class needs; this will largely be individualized and assessed in daily work and quizzes.
    - Grammar and punctuation will be assessed in daily usage, assignments given and quizzes.
  - Neatness, organization, printing and writing will be evaluated on a regular basis by monitoring the students work and giving them feedback so that they understand what to do in order to improve.

#### ASSESSMENT:

Assessment will be evaluated through oral/written work, journaling, comprehension questions, assignments, and written work

### **Social Studies**

Students will explore the geographic, cultural, linguistic, economic and historical characteristics that define quality of life in Alberta. They will appreciate how these characteristics reflect people's interaction with the land and how physical geography and natural resources affect quality of life. Through this exploration, students will also examine how major events and people shaped the evolution of Alberta.

#### TOPIC 1: Alberta- A Sense of the Land

Through this topic students will come to understand and appreciate how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

## TOPIC 2: The Stories, Histories and People of Alberta

It is hoped that students will come to appreciate and understand the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging.

## TOPIC 3: Alberta- Celebrations and Challenges

In this topic students will assess the factors contributing to the quality of life in Alberta by exploring specific questions and issues.

### ASSESSMENT:

Assessment will be based on class participation, maps, assignments, posters, inquiry projects, quizzes and tests.

## Science

Children have a natural curiosity about their surroundings- a desire to explore and investigate, see inside things, find out how things work and find answers to their questions. Learning about science provides a framework for students to understand and interpret the world around them. The science activities undertaken will be presented in a way that will help to promote and develop students' skills at defining problems, seeking answers, making plans, and evaluating their thinking as well as the thinking of others. The explosion of information, especially in the field of science, makes it clear that a main task of science must be to help children learn how to learn. Our hope is that our students will come to think of themselves as "young scientists" and that this will be both a fun and productive year for grade 4.

### Grade 4 Science Topics:

1. Waste And Our World
2. Building Devices And Vehicles That Move
3. Simple Machines (wheels, levers, screws, inclined planes and wheel & axle)
4. Light and Shadows
5. Plant Growth And Change

### Evaluation:

Students will be evaluated on their daily work, web quests, posters, inquiry based projects, assignments, quizzes, and tests.

## **Art**

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 be creative using a diversity of materials.

In grade four, the students will:

- draw portraits using proportional guides
- use a variety of mediums including charcoal, pastels, paint, pencil, etc.
- use slab and coil methods to create a 3D clay sculpture
- use colour theory to create paintings
- use printmaking to create a relief print
- continue to improve art skills while using a variety of materials

## **French**

Grade 4 students will have two classes weekly during the first semester and three classes per week in the second semester. Speaking, reading, writing, listening, and viewing will be structured around meaningful tasks in French. Topics covered include:

- My Classroom
- Who am I?
- My immediate family?
- Calendar and Weather
- Alberta Winter Celebrations.

The primary focus will be on oral communication, while learning about each topic. Language elements including the gender of nouns, basic verbs such as “avoir” and “être”, the affirmative and negative, numbers up to 60 will be learned in context.

Students’ French skills will be evaluated through their attitude towards learning French (5%), class participation and the use of French in the classroom (20%), oral exercises and presentations (25%), written work and assignments (25%), and review tests and quizzes (25%). Grade 4 students can best succeed in French class this year, by coming to class prepared, ready to speak French, and participate in all activities.

## Language Arts

Language is central to students' intellectual, social and emotional growth, and must be seen as a key element of the curriculum. Whether the students are studying literature or history, or learning science, students need fundamental language skills to understand information and express their ideas. Through language learning, students acquire skills that are essential in the workplace; for example, they learn to analyze ideas and information and to communicate them clearly, both orally and in writing. Through a study of literature, they come to understand other people and themselves and to appreciate the power of words and the many different uses of language. By examining media productions, they develop the ability to understand and interpret a range of media messages. The language expectations are organized into five outcomes in which students will listen, speak, read, write and represent in order to:

- a. explore thoughts, ideas, feelings and experiences
- b. comprehend and respond personally and critically to oral, print and other media texts
- c. manage ideas and information
- d. enhance the clarity and artistry of communication
- e. respect, support and collaborate with others

Additional areas of focus in Grade 4 are:

- Writing complete sentences
- Using a variety of sentences
- Paragraphing
- Report writing and research
- Novel studies and elements in literature
- Public speaking

Individual and isolated skills in grammar, spelling, punctuation, and handwriting will be specifically taught and linked to the individual's writing.

Additional curriculum links:

- Computers and technology

### **Alberta: A Sense of the Land**

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

- Value Alberta's physical geography and natural environment
- Examine the physical geography of Alberta
- Examine how geology and paleontology contribute to knowledge of Alberta's physical geography
- Analyze how Albertan's interact with their environment.

## **Mathematics**

As students learn mathematics, they do more than master basic skills; they acquire a concise and powerful means of communication. Knowledge of mathematical language, structures, and operations will help students to reason, to justify their conclusions, and to express ideas clearly. Students also need to be able to use mathematics in connection with technology and in their daily lives, and, eventually, in the workplace.

Mathematics is also a powerful learning tool. As students identify relationships between mathematical concepts and everyday situations and make connections between mathematics and other subjects, they gain the ability to use mathematics to extend and apply their knowledge in other curriculum areas, such as science, music, and language.

### **The Importance of Problem Solving**

Students engage in problem solving in all strands of the mathematics curriculum. Students will learn that problem solving is a trial-and-error process. Good problem solvers can see when they need to try a new approach. Even very young students can and should learn to examine their own thinking processes and to try a different strategy if they are having difficulty solving a problem.

In analyzing problems and presenting solutions, students are expected to use technology effectively. They must also learn that they can benefit from talking about mathematics, and must develop the ability to work with others to clarify thoughts and share ideas.

Students should use problem-solving methods not only in problem-solving tasks in mathematics, but in other appropriate circumstances. They should also use problem-solving methods extensively as a means of developing the full range of mathematical skills and knowledge in all strands.

The mathematics expectations are organized into four strands.

#### **1) Numbers through Number Concepts and Operations**

- Whole numbers
- Multiplication and division facts
- Fractions and decimals
- Multiplying and dividing larger numbers

#### **2) Patterns and Relations through Patterning**

- Patterns and equations

#### **3) Shape and Space through Measurement, 2-D and 3-D Object Study and Transformations**

- Measurement
- Geometry

#### **4) Statistics and Probability through Data Analysis and Chance and Uncertainty**

- Data analysis

## Science

Children have a natural curiosity about their surroundings – a desire to explore and investigate, see inside things, find out how things work and find answers to their questions. Learning about science provides a framework for students to understand and interpret the world around them.

It is the aim in grade 4 Science to have the children gain an increased understanding of the scientific method while progressing through the various units of study. We are focusing on the skills of questioning, observing, interpreting, and controlling while participating in many hands-on experiments. We feel it is important for the children to not only learn facts, but to discover how to obtain these facts.

Topics include:

### **6. Waste And Our World**

Students will recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.

### **7. Building Devices And Vehicles That Move**

Students will demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

### **8. Simple Machines (wheels, levers, screws, inclined planes and wheel and axle)**

Students will construct a mechanical device for a designated purpose, using materials and design suggestions provided.

### **9. Light and Shadows**

Students will identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam.

### **10. Plant Growth And Change**

Students will demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth.

## Music

Through the elementary music program, the students should develop an awareness and appreciation of music. This year the grade fours will be participating in an instrument program as they will be playing ukulele.

In grade four the students will

- Learn to tune a ukulele to C tuning
- Learn to pluck individual strings in order to create a melody
- Identify the parts of the ukulele instrument
- Learn simple strumming patterns
- Learn simple chord patterns
- Continue vocal development
- Learn to play in time with their classmates

## **Physical Education**

Grade four students will continue to build on grade three skills at a higher level of complexity. Students will be expected to display fair play and sportsmanship on consistent basis. Students will continue to 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. In Physical Education class, students will interact positively with others and 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. 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.

Students will be graded according to three categories: attitude, participation, and skill. Students are expected to participate in all lessons and try to the best of their ability.