

# The Calgary Jewish Academy



## Curriculum Outline

Grade Five  
2009-2010

### Subject/Teachers

Language Arts, Math, Science (5B), Health

Art

French

Science (5A)

H.L.1, Jewish Holidays, Jewish Customs & Mitzvoth/Tanakh

H.L. 2 Jewish Holidays, Jewish Customs & Mitzvoth/Tanakh

*Tfilla/Kabbalat/Shabbat*

Music

Physical Education

Special and Gifted Services

Technology Support

Remedial English/Hebrew

& English as a Second Language

Guidance Counsellor

Library Support

Mrs. B. Schultz

Mrs. A. Van Mil

Mr. R. Porterfield

Ms. F. Bowden

Mr. N. Stilman

Mrs. T. Gersten

Mr. I. Brojges

Mrs. A. Van Mil

Mr. A. Kouperman

Ms. F. Bowden

Mr. Y. Suissa

Ms. T. Freidman

Mrs. Gaon-Kazdan

Ms. T. Belanger

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

## 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 Language**

The Hebrew language class will be based on “*Tal Sela*” and “*Haverim Bivrit*” programs. The students will develop proficiency in spoken Hebrew, creative writing and comprehension. The material and requirement will be modified according to student’s Hebrew level.

The following “Tal Sela” units will be covered.

#### **A. “Zeh Lo Ani” (It's Not Me!)**

This unit seeks to enrich the student’s vocabulary and self-concept by allowing them to rate deeds on a scale from excellent to bad (and to be able to identify the opposites), as well as to describe undesirable qualities -- ways in which they neither see themselves nor wish others to see them.

#### **B. “Yerushalaim Shelanu” (Our Jerusalem)**

This unit enriches student’s knowledge of Jerusalem’s history, old and modern. Students will develop an appreciation for the significance of Jerusalem to the Jewish people in particular, and to Christianity and Islam in general.

## **Judaic Studies (Hebrew, Jewish Holidays, Jewish Customs)**

Two units from the new program “*Haverim BeIvrit*” will be taught this year: Music and Small animals or Pets. The program will enable the students to enhance their performance in all of the language skills.

These units include the following aspects:

### **Communication Aspects:**

- A. Comprehension (Listening and Reading): Students will be introduced to a number of different texts such as Informative texts, personal stories, and tales. Students will be able to understand a conversation, question as presented in an interview and advertisements.

Students will learn to compare stories, debate and reach conclusions themes covered in class.

B. Oral Expression - Students will be able to have a conversation on the topics that they have learned (Pets and Music). Students will be able to interview others, tell a story, and debate in a role play situation.

C. Written Expression – Students will write informative and personal stories. They will learn to express feelings and opinions and write a guide for tourists.

### **Syntax and Grammar:**

Students will learn the present and past tenses and adjunct sentences. They will expand their knowledge of prepositions, indirect speech and forms of questions.

### **Technology**

Students will research the topic of music and create a project on the subject via Hyper Studio computer program. The project will be in collaboration with Alberta **curriculum**.

### **Jewish Holiday, customs and Mizvoth:**

Students will expand their knowledge of Jewish holidays, customs and mitzvoth. New concepts will be taught for each of the holidays. Students will learn through creating games based on the holidays. The games will be presented to grade 4 students. Art, music and technology will be integrated into each unit of the Holiday studies.

Students will discuss Jewish morals and values using the chapter of “*Pirkei Avot*”.

### **Tanach**

This year students will learn selected chapters from 4 books: Numbers, Joshua, Judges and the scroll of Ruth.

The study of the book of Numbers will include the following topics:

1. The Census
2. The Levitical Tasks
3. Israel Celebrates Passover in the Desert
4. Moses sends spies to Canaan and the questions that arose from their reports
5. Rebellions against Moses and Aharon
6. Moses is Punished
7. Daughters of Zlofchad, female property rights
8. The Story of the Two and One Half Tribes

While studying about the Census students will get familiar with working on spread sheets using Windows Excel. We will continue on to selected readings from Joshua’s conquest of the promised land, and conclude the year studying selected chapters from the Book of Judges. In the Book of Judges, the students will learn about every day life of the Israelites living in Canaan. In addition, we discuss their relationships with their neighbours, the unconquered nations in the promised land. The scroll of Ruth will be taught around the holiday of Shavout. This will enhance student understanding of the story and its connection to the holiday.

Evaluation is based on tests, class projects and class participation.

*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

### **Language Arts**

The Language Arts program will cover a variety of skills which will be developed through a literature-based program. Students will engage in a study of novels, short stories, and poetry. This will be followed by activities done in groups and individually.

Students will be assigned and instructed to write in a variety of genres.

By the end of grade 5, students will be able to:

- ❖ select topics of interest and write about them
  - ❖ recognize semicolons and quotation marks as cues in their reading
  - ❖ use linking techniques, such as compare/contrast and logical reasoning
  - ❖ use a variety of sentence structures; for example, compound and complex sentences
  - ❖ use conventional formats for formal letters
  - ❖ use previously learned prefixes to understand new words
  - ❖ recognize and understand commonly used expressions
  - ❖ distinguish fact from opinion and relevant from irrelevant information
  - ❖ detect bias, prejudice and stereotyping
  - ❖ recognize techniques used by writers and speakers – similes and metaphors
  - ❖ recognize and use clues that affect the outcome of a story - foreshadowing
  - ❖ provide support for the ideas they introduce in their writing and speaking
  - ❖ revise their writing
  - ❖ create a table of contents with headings, subheadings and a bibliography
  - ❖ retell an experience from the perspective of those outside and inside the incident
  - ❖ develop and present a logical argument both orally and in writing
  - ❖ compose stories that incorporate description and detail
  - ❖ research and outline information required to write a written report on an assigned topic
- Individual and isolated skills in grammar, spelling and punctuation will be specifically taught in relation to the student's writing.

## **Mathematics**

Calgary Jewish Academy implemented the new Math Curriculum using *Math Sense* by *Pearson* as our base text. The use of calculators, manipulatives, and technology will be incorporated into each strand to heighten the comprehension of each new concept.

The strands of study will incorporate the following;

### **Patterns and Relations**

### **Whole Numbers**

### **Multiplying and Dividing**

### **Measurement**

### **Fractions and Decimals**

### **Statistics and Probability**

### **Transformations**

The development of problem-solving skills and strategies will permeate all the strands studied. Students will also work on improving their knowledge of the basic facts required for all math computation. Enrichment and/or remedial help will be provided as required.

### ***Assessment:***

Students will complete unit tests, weekly problem-solving assignments, and periodic computation tests to help evaluate skill level. Evaluation will also occur during instruction while the children are exploring and involved in the inquiry aspect of each new concepts. There will be a strong focus on the process by which the children learn incorporated into the teaching of each concept. Self directing and monitoring skills will be encouraged and developed.

### ***Math Competition***

The grade 5 Math Competition will be held in the spring. Students will be prepared for this by completing practice question sheets. This competition is an in-school competition and the children are encouraged to treat it as a learning experience, but it in no way influences their report card percentage. The math competition is used to encourage students to generalize from curricular material.

### **Social Studies**

*Voices of Canada* is the text of choice at the Calgary Jewish Academy. The text will be used as one source of information along with a multitude of other resources. The focus of the curriculum is to discover all that Canada has to offer its citizens through its history, physical geography and the heritage of its very diverse cultures. As the students explore Canada and investigate its foundations a better understanding of the quality of life afforded to Canadians *will come to light*.

Grade 5 social studies is organized into three strands of study:

#### **TOPIC A: THE PHYSICAL GEOGRAPHY OF CANADA**

This topic includes the diversity of people in Canada, where they live, how they make their living and how they relate to their environment (i.e., climate, vegetation, natural resources, physical features, and land use). The intent of this unit is to develop an awareness of the diversity in Canada's physical geography and an understanding of how geography affects quality of life for Canadians.

#### **TOPIC B: HISTORIES AND STORIES OF WAYS OF LIFE IN CANADA**

Students will investigate some of the historical events and issues relating to the discovery, exploration and settlement of New France and the Hudson Bay area. They will also develop an appreciation of, and an interest in, our Canadian heritage, as well as an understanding of how learning from history can help us better understand Canada today.

#### **TOPIC C: CANADA: SHAPING AN IDENTITY**

Students will examine how the Canadian identity is shaped over time and through various events. They will develop an understanding of the events and factors that have changed the ways of life in Canada and appreciate the impact of these changes on citizenship and identity.

#### **Evaluation:**

Student evaluation will be based on individual assignments, projects, tests, quizzes, group work, oral presentations, research-based writing as well as class participation. It is essential that each child complete their assignments on time and participate in discussions and activities in order to be successful.

### **French**

Grade 5 students will have three classes per week during the first semester and two classes weekly during the second semester. Speaking, reading, writing, listening, and viewing will be structured around topics including:

- My Classroom
- Our Friends the animals
- Clothes
- My Home
- Festival du Voyageur
- Holidays and Celebrations

The primary focus will be on oral communication, while learning about each theme. Language elements including a review of the verbs “avoir” and “être”, possessive adjectives, how to properly ask questions in French, and numbers up to 100 will be learned in context. Teacher created materials will be incorporated along with worksheets, board work, oral work, and the use of technology.

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 5 students can best succeed in French class this year by coming to class prepared, ready to speak French, and participate in all activities.

## **Health**

### **Wellness Choices**

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

- Assessing the importance of regular hygiene practices during adolescence
- Identifying the basic components of the human reproductive system and describing the basic functions of the various components
- Describing and demonstrating ways to assist with the injuries of others (basic first aid)

### **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.

- Identifying and using long-term strategies for managing feelings
- Identifying possible changes in family relationships, and exploring strategies for dealing with change
- Applying mediation skills when resolving conflicts
- Exploring respectful communication strategies that foster group development

## **Life Learning Choices**

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

- Identifying and implementing effective time management plans
- Relating personal skills to various occupations
- Assessing how roles, expectations and images of others may influence personal career interests

Human sexuality is integrated and is usually taught by representatives from the Calgary Health Region. Parents will be notified prior to this segment and will be invited to attend a parent information evening prior to the classroom sessions taking place.

Evaluation will be based on class work, participation, and individual and group projects. There is no mid-term or final exam. Technology will be integrated throughout the course.

### **Music**

Throughout the elementary music program, the students should develop an awareness and appreciation of music. The grade fives will be participating in an instrument program as they will be playing ukulele. The textbook used for this course will be *Ukulele in the Classroom* by James Hill and J. Chalmers Doane, book one. Students will be encouraged to practice ten minutes a day in order to retain and master the techniques taught in class.

Students will be taught the following concepts:

- Review of open strings g,c e and a
- Review of reading space and line notes on the grand staff
- Play the pentatonic scale on the ukulele
- Play pentatonic scale songs
- Play the C scale on the ukulele
- Play C Scale songs
- Learn about C Scale Music Intervals
- Play the F scale
- Learn to play F Scale songs
- Play C, G, and F chord songs

### **Physical Education**

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.

The grade 5 physical education program will emphasize three strands of development. The first strand is individual skill development.

The second strand is sequencing of skills in modified game situations. Skill combinations will stay within the limits exhibited in the individual skill phase.

The third strand will focus on social/affective performance and include the attitude/effort component of the program.

The assessment procedure this year is as follows: number grades will be assigned to skill development (physical/psychomotor) and attitude/effort (social).

Students must have a pair of gym shoes (no outside shoes worn in the gym) and they must be changed for class. Clothing should be appropriate for gym use.

## Science

The Grade 5 Science program is made up of four main elements: Knowledge, Process Skills and Manipulative Skills, as well as Attitudes. As a class, we will investigate and solve problems by asking questions, by making observations and by interpreting hands-on experiments, as well as natural phenomena. Students will have many exciting opportunities to explore the “how’s” and “why’s” of our world.

There are five main topics that we will use as the context in which knowledge, skills and attitudes may be developed:

Classroom Chemistry - an introduction to chemistry with a study of properties of matter.

Magnetism - an in-depth look at the phenomenon of magnetism as an energy source.

Electricity - a hands-on discovery approach using batteries, bulbs, and wires to create simple circuits and gain an insight into the mystery of electricity.

Weather - Students will become familiar with methods of measuring temperatures, wind speed and direction, amounts of rain and snow, and types of clouds.

Wetland Ecosystems - an investigation of a pond/wetlands ecosystem and the study of the interactions between the various levels of the ecosystem.

Students will be evaluated through their participation during class discussions, quizzes, unit tests or class projects.

Some budding grade 5 scientists will also have the opportunity to participate in a Science Fair that will be held in early spring.