

The Calgary Jewish Academy



Curriculum Statement

Grade Six 2009-2010

Subjects/Teachers

Art	Mrs. A. Van Mil
French	Mr. R. Porterfield
Hebrew Language, Jewish Holidays, Customs & <i>Mitzvoth</i>	Mrs. I. Lupo
Language Arts	Ms. L. Anderson
Mathematics	Ms. K. McIntosh
Music	Mrs. A. Van Mil
Physical Education	Mr. A. Kouperman
Science/Health	Mrs. S. Kaiser
Social Studies	Mrs. L. Anderson
<i>Tanach</i>	Mrs. T. Gersten
<i>Tfilla & Kabbalat Shabat</i>	Mr. I. Brojges
Special and Gifted Services	Ms. F. Bowden
Technology Support	Mr. Y. Suissa
Library Support	Ms. T. Belanger
Remedial English/Hebrew & English as a Second Language	Ms. T. Freidman
Guidance Councillor	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

Judaic Curriculum

Hebrew Language, Jewish Holidays, Customs & Mitzvoth

The Hebrew program in grade six will include two units from *Haverim B'Ivrit*. The material and requirements will be modified according to students Hebrew Level.

Students will focus on the last two Units of *Haverim B'Ivrit: Begadim (Clothes) & Adam, Teva, Usvivah* (Man, Nature and the Environment).

Students will enhance their performance in all areas of language studies.

Creative writing and discussions will enable students to express their knowledge and ideas in Hebrew. Each of the units is enriched with reading material, songs, plays and the use of technology.

Communication Aspects

A. Comprehension (Listening and Reading)

Students will be introduced to texts of different genres related to the above two units. Some of these texts will include personal stories, newspaper articles, poems, questionnaires, legends, and dialogues. Students will debate different topics and will reach conclusions about different situations and content that they read and listen to.

B. Oral Communication

Students will verbalize different situations and texts as they see them in real life situations such as: uniforms in school and environmental issues. Students will demonstrate their oral abilities by debating these topics, acting, and oral presentations to the class.

C. Written Expression

Students will write dialogues, commercials, short stories, and official letters in Hebrew discussing themes that arise from the two units. For example, students will write a conversation between a student and parent about clothing or write an official letter of complaint with regard to environmental issues.

Syntax and Grammar

Students will learn different forms and different root words in future tense. Students will learn conditional sentences, ex. **If** you recycle your bottles **then** you can help repair the world. They will expand their knowledge of building sentences through the use of preposition and infinitives.

Tanach

This year student will study *Shmuel Aleph* the first book of Samuel, as well as selected chapters from *Dvarim*, the book of Deuteronomy. The first book of Samuel deals with the transition period between the era of the Judges (when Israelite leaders ruled over specific locations and tribes) and the establishment of the monarchy in Israel. In addition, students will have assignments that will link biblical themes to the new era (family structure, kings and kingdoms, wars derived by faith, etc.)

Bible classes will include various activities such as debates, role play, drama and crafts.

Selected topics to be covered in Samuel One include:

1. Samuel as a leader (prophet and Judge)
2. The wars with the Philistines
3. Israel wants a king
4. Saul as Israel's first king
5. David and Goliath
6. David and Jonathan
7. Saul's death

Evaluation will be based on tests, oral and written assignments, preparation and participation.

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

As the new school year gets underway, the teachers of the Grade 6 class wish to take this opportunity to acquaint parents with our basic goals, both academically and socially. We look forward to a successful and enjoyable year, and welcome your comments and concerns. We encourage you to contact us at the school if there are issues you wish to discuss, and we will arrange a mutually satisfactory meeting time. We hope to encourage the Grade 6 students to develop an appreciation for the rights of others, and respect for all.

At the Grade 6 level, the importance of organization and sound work habits is fundamental. To encourage conscientious work and study skills, we recommend that each student use the student *Agenda* which will help to keep assignments and deadlines in mind. Daily homework assignments and ongoing review are vital at this level, and we encourage each student to organize his or her time effectively to complete the work assigned. We will make every attempt to co-ordinate our assignments so that students are not carrying too onerous a load.

Examples of your child's work, as well as tests that they have taken, may be sent home for you to examine. This is done to keep you informed of your child's progress and to deal with problem areas as they may arise.

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 will be on the topic of 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 in order to manage and explore life roles, career opportunities, and challenges. Human sexuality is 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

Science

The focus of this program is on investigating scientific phenomena, solving problems in a logical manner, and encouraging students to extend their curiosity about the world around them. Science activities 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 6.

The children will be invited to participate in our Science Fair club. Participation is strictly on a voluntary basis. The Science Fair club will act as the springboard for participation in our annual school Science Fair. Science Fair is a highly educational and rewarding experience for children, but of course, must be viewed as reasonable and appropriate in your family.

Course Outline

1. Trees and Forestry
2. Sky Science
3. Evidence and Investigation
4. Air and Aerodynamics
5. Flight

The students will be evaluated through daily work, participation in class, individual/group inquiry projects, assignments/presentations, quizzes and tests. The provincial exam will be the final exam. This exam will be counted as a test mark in the student's final report card. Students are required to keep all notes, study booklets and tests in order to help prepare for the provincial.

Important Dates:

1. CJA Science Fair February (after Family Day weekend)
2. City Science Fair March 17-20
3. Telus World of Science TBA
4. Kananaskis Young Scientist Program re: Trees and Forestry (Wednesday, April 14 to Friday - April 16). Please note the cost for this three-day and two night program will be approximately \$160. Subsidies are available.

Social Studies & Language Arts

The overall theme of grade six Social Studies curriculum is "Democracy". The purpose of the program is to compare different cultures and governments and to gain a better understanding of how these cultures meet/met the physical, social and psychological needs of the population.

The goal of Language Arts is to improve a student's reading, writing, viewing, listening and speaking skills. These skills will be developed through the use of a variety of themes. L.A. skills are an integral part of communication with others in everyday life, and are crucial for every student's future.

Main Topics: Language Arts themes and skills will be integrated with the Social Studies Program. Areas of focus will include: building blocks, novel studies, short story writing and story telling through drama.

In Ancient Times: The focus is on Ancient Greece and how this civilization met the needs of its population. Students will discover links between the past and the present, as well as developing a foundation for understanding social concepts such as democracy, equality, justice and power. The unit of mythology in Language Arts will help students understand the religious foundations of Ancient Greek society.

Language Arts Connection: Mythology- exploring Ancient Greece- how ancient cultures used their belief systems to interpret and understand the world around them.

At Home: Here we examine how Canadian local and provincial governments meet our needs. Emphasis is placed on citizenship and encouraging students to become more responsible members of society.

Language Arts Connection: Poetry- exploring Canada's landscape through the images created by Canadian poets.

Mathematics 6

Course Outline:

Introduction:

The grade 6 mathematics program will encourage students to devise and invent strategies and procedures for problem solving. This year there will be an increased focus on conceptual understanding. Students will be encouraged to use various forms of manipulatives to aid in their mathematical investigations. Students will also be accessing the Successmaker Math Program on a regular basis to complement their in-class studies.

Textbook: Math Makes Sense 6 Pearson

Evaluation: Students' strengths and areas for improvement will be continually assessed. Some methods of evaluation will include:

- Informal observations during class
- Completion of homework assignments
- Quizzes
- Unit Tests
- Group work
- Class/Seat work

The provincial exam will be the final test in this subject and will count towards the students' final report card marks. Students are required to keep all notes, study sheets and tests in order to help them prepare for the provincial exam.

Homework is an ESSENTIAL component of your child's mathematics program and will be assigned regularly.

Extra Help: Students who are experiencing difficulty in the subject matter are strongly encouraged to seek help as soon as possible and NOT on the day before a major test. Students can book times for help during short and long recess, as well as after school.

French

Grade 6 students will have three classes per week in the first semester and two classes per week in the second semester. Speaking, reading, writing, listening, and viewing will be structured around topics including:

- My Health and Well Being
- My Neighbourhood
- Alberta – My province
- The Environment
- Le Carnaval de Quebec

The primary focus will be on oral communication, while learning about each theme. Language elements including the irregular verbs “avoir, être, aller and faire” in the present tense, numbers up to 500, adverbs, and extensive new French vocabulary will be learned in context this year.

Physical Education

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. 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 6 curriculum anticipates the junior high curriculum. Students will continue to use locomotor and non-locomotor skills with a variety of equipment. More time will be spent on manipulation of equipment in a controlled manner. Students will be presented with tasks that involve partners and be asked to develop their own challenges. It is expected that students will demonstrate body and space awareness, send and receive objects, and create activities with a sense of refinement.

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.

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

