



Who We Are

Farber Hebrew Day School's Elementary Division provides a rich, warm learning environment where students learn to be engaged learners. With an emphasis on differentiated instruction, our creative, committed faculty work to ensure that every student receives the tools they need to be lifelong learners. Using a block system and providing extra support in math and reading, our class size and teacher-student ratio is low, which allows every student to receive the individual tools they need for success.

Farber Hebrew Day School seeks to provide a rigorous, developmentally-appropriate curriculum that prepares our students with the social and academic skills to compete in the 21st century. Our language arts and math curriculum are aligned with common Core State Standards.

Elementary Judaic Curriculum Grades 1-5

1st Grade

TaL AM

In Grades 1-3, our curriculum revolves around *TaL AM*, our Hebrew immersion program. Through four thematic tracks, our First Grade students learn and experience concepts, values, children's literature, prayers, blessings, and laws and customs in Hebrew developing Hebrew literacy and language skills. It is organized along four interrelated tracks:

- **Shalom** – Daily life in class, at home and outdoors.
Shabbat Shalom – *Shabbat* and the weekly *Torah* reading.
- **Chag Sameach** – The High Holidays, *Chanukah*, *Tu Bishvat*, *Purim*, *Pesach*, *Shavuot*, *Yom Ha'Atzmaut* and *Yom Yerushalayim*.
- **Ariot Kore Vekotev** – The unit contains material for acquiring phonetic reading in a meaningful way, as well as activities for the development of writing and verbal skills. The study of phonetic reading is done in alphabetical order, except for the letter "Shin" which is introduced after the letter "Aleph". As a continuation to the phonetic teaching of the letters, the material accommodates the development of reading comprehension through: identification of a letter using wordings, reading of stories, exercises of reading comprehension and exercises of phonetic reading. Teaching the reading and writing of capital letters is accomplished in four workbooks.

TaL AM

In Second Grade, *TaL AM 2* is organized in three discipline-based tracks:

- *Shana Yehudit*, The Jewish year
 - *Tov Bakita Sheli Veshelanu, Vetov Babait* – Daily life in the class, at home and outdoors.
 - *Shabbat Sheli Veshelanu* – This unit focuses on our preparations for and celebration of *Shabbat* from the lighting of the candles to the *Havdalah* ceremony. The curriculum is taught through songs, prayers and exercises concerning the Shabbat rituals. These rituals are introduced through seven symbolic "windows", beginning with an introduction and followed by: the lighting of the *Shabbat* candles, *Kabbalat Shabbat*, *Kiddush* and *Seuda Rishona*, *Shacharit* prayer and the reading of the *Torah*, *Seuda Shniya*, *Oneg Shabbat*, *Mincha* prayer, *Seuda Shlishit* and *Havdalah*.
 - *Holidays* – The High Holidays, *Chanukah*, *Tu Bishvat*, *Purim*, from *Pesach* to *Shavuot*, Israel from Independence Day to *Yom Yerushalayim*. Each unit explores the Biblical and/or historical background of the holiday, as well as its rituals and customs, through stories, songs, games and experiences.

Parashat Hashavuah Ve Hatfillah Sheli Veshelanu

Bereishit, Shemot, Vayikra and *Bemidbar*. The *Tefillah* unit focuses on the functional and experiential acquisition of *Birkot HaShachar* and *Birkot HaMitzvot*, as well as the exploration of the meaning of each *Tefillah*.

HaTorah Sheli Veshelanu

- Bereishit, Ch. 1-5
- Noach, Ch. 6-11
- Lech Lecha, Ch. 12-17
- Vayera, Ch. 18-21

TaL AM

TaL AM 3 is a continuation of TaL AM 1 & 2, spiraled both in skills and in the content of the Everyday Life, Holidays, Shabbat, Torah, Prayer & Parashat Hashavua tracks, while elevating the level of study. We will also be using *Chaveirim* to supplement Hebrew language acquisition. TaL AM 3 is organized in three discipline-based tracks:

- *Shana Yehudit*, [The Jewish year](#).

- *Daily life –Behatzlacha Etzlenu Bakita*.

This unit concentrates on four main themes:

1. The Memory Box, which helps students recollect what they learned in the past, and retain new knowledge acquired throughout the school year
2. The rules for successful learning and the ways to ensure fruitful and productive study
3. The concept of Multiple Intelligences, demonstrating how we can optimize learning using different kinds of intelligences
4. A deeper acquaintance with the students of the Virtual Classroom: their distinctive characteristics, hobbies etc., through which the children are encouraged to become active observers of the people and things surrounding them. The children are also introduced to Ronen, the new student, and experience through him the process of integration and the significance of friendship and acceptance.

- *Shabbat Shabbat Mevarchim*

- *Holidays* – The High Holidays, *Chanukah*, *Tu Bishvat*, *Purim*, *Pesach* to *Shavuot*, *Yom Ha'Atzmaut* and *Yom Yerushalayim*.

Parashat HaShavua and Tefilah

The 5 units of the *Parashat HaShavua* sub-track are divided into *Chumashim* according to the Jewish calendar: *Bereishit*, *Shemot*, *Vayikra*, *Bemidbar* and *Devarim*.

The *Tefillah* unit teaches students how to pray the *Tefillat Amidah*, exploring its meaning and its pertinence to their lives.

Torah

The Torah track continues the study of *Sefer Bereishit*, focusing on *Parashot Chayei Sarah*, *Toldot* and *Vayetze*. In this track, students continue to develop Biblical literacy and the acquisition of Biblical Hebrew, as well as Torah learning skills, including an introduction to Rashi script.

Ivrit – Chaveirim

Foreign language acquisition occurs in four realms: reading, listening, speaking and writing. Students of foreign language also need to transfer and apply the skills, vocabulary and grammar they learned in new contexts and situations. The *Chaveirim* curriculum develops active language production in children with activities that

engage the interests of the students beyond the classroom. It uses multiple genres such as stories, conversations, poems, songs, journals, and literature. It is outcome driven and easily adapts to diverse learning styles and abilities, allowing the students to become part of an organic language. Students develop their knowledge of Ivrit through integrated study of language, grammar and literature. Students work on the conjugation of verb roots and expand their vocabulary. Throughout the year there are units that engage the students to learn about Israeli culture and history. In Third Grade the emphasis is on the first three arenas of language acquisition, reading, listening and speaking. Writing is practiced but the focus is on the natural language development. The students work on the past and present tense in the simple form, *binyan kal*. There is also a focus on correct and fluent reading of Hebrew and the sounding out of unfamiliar words with precision and accuracy.

4th Grade

Our Judaic curriculum becomes more sophisticated as we prepare our fourth and fifth Grade students to enter middle school. In Fourth and Fifth Grade we develop Mishnah skills with **V'Shinantam Mishna Program**. Students continue developing their skills in *Chumash* and *Ivrit* and begin the study of *Navi*.

Mishna – V'shinantam Program Year One

Mishna is introduced for the first time. Year One of *V'Shinantam* helps the student to build a feeling of belonging to the *Masorah* of the *Torah Sheb'al Peh* by showing how the traditions from Sinai come directly down to us through the various historical stages of our Sages. Building on the student's experience in study of *Mikra* (scripture), we compare *Mikra* to *Mishnah* so the student can see the need for *Torah Sheb'al Peh*. In addition, the student comes to know and understand the organizational structure of *Mishnah*, *Shishah S'darim*, sixty-three *Masechtot*, historical background, leading personalities of the *N'si'im* and *Tannaim*, and the meaning of disputes in *Mishnah* – with strong emphasis on the respect for all opinions.

Chumash – Sefer Bereishit

- *Parshiyot Vayishlach, Vayeishev, Mikeitz*. The curriculum will be organized into three different areas: content, skills and values.
 - *Content*
 - Studying the selected *Parshiyot* in depth (*Be'iyun*). Understanding the sequence of events and significance of these *Parshiyot* in the context of *Sefer Bereishit*.
 - *Skills*
 - Read select verses with an accurate literal understanding.
 - Read the verses in a fluent and accurate manner.
 - Identify *Shorasim*, prefixes, suffixes, tenses and masculine/feminine and singular/plural forms.
 - Answer simple questions using the *Lashon HaPasuk*.
 - Identify the hay *HaSheila*.
 - Identify key words and concepts in Rashi.
 - *Values*
 - Lashon hora
 - *Sinat Chinam* (Yosef and his brothers)
 - Hashem's *Hashgocha* (through the sale of Yosef and rise to power)
 - Kiddush Hashem (Yosef's actions in *Mitzrayim*)
 - Importance of one's words and actions (Rochel stealing her father's idols)
 - *Hishtadlut* (Yaakov's preparation in meeting with Eisav)

Navi – Sefer Yehoshua

The *Navi* class builds upon the skills and values that are taught in *Chumash* while continuing the narrative. *Sefer Yehoshua* picks up exactly where *Devarim* ends off, with the death of Moshe and the leadership of Yehoshua, and proceeds through the conquest of the Land. A major theme expressed in the *Sefer* is the

transition from complete dependence on Hashem to an active partnership with Hashem and human initiative.

Ivrit – Chaveirim

Foreign language acquisition occurs in four realms: reading, listening, speaking and writing. Students of foreign language also need to transfer and apply the skills, vocabulary and grammar they learned in new contexts and situations. In Grade 4 the emphasis is shifted to include writing and evenly develop the four realms of foreign language acquisition. The future tense is introduced as are some of the other forms of conjugation such as the reflexive action. Hebrew conversations in short dialogues are introduced. The previous focus on accurate reading expands to include correct and fluent writing of words and vowels using proper structures in creating sentences, questions, and written text elements. The students will be writing original Hebrew sentences using new vocabulary with the goal of progressing to writing of clear paragraphs over the course of the year.

Mishna – V’shinantam Program Year Two

In Year Two the student learns about topical and associative organization in the *Mishnah*, and how Rabbi Y’hudah HaNasi actually put the *Mishnah* together. The students learn how to identify and appreciate the historical layering in the *Mishnah* that reflect the dynamic process of the *Halachah*, as the *Tannaim* apply the *Masorah* to new and changing circumstances. Furthermore, Year Two of *V’Shinantam* widens the student’s horizons, introducing the rest of *Torat HaTannaim* as parallel and complementary to the *Mishnah*, including the *Tosefta*, the *B’raitot* and the *Midr’shey Halachah*. This exposure to the full *Torat HaTannaim* is real preparation for learning of Talmud, as the comparing and contrasting of different sources from the *Tannaim* is the bread and butter of *Torat Ha’Amoraim* in the *Talmud*.

Chumash – End of Sefer Bereishit

- *Parshiyot: Vayigash, Vayechi.* The curriculum will be organized into three different areas: Content, skills and values.
 - *Content*
 - Studying the selected *Parshiyot* in depth (*Be’iyun*). Understanding the sequence of events and significance of these *Parshiyot* in the context of *Sefer Bereishit*.
 - *Skills*
 - Read the verses of the text fluently, displaying and understanding of format and structure.
 - Identify superfluous or missing words in the Pasuk.
 - Read a learned Rashi with understanding and recognize the different parts of the Rashi (i.e. question, answer, support for the idea).
 - Locate all of the *Meforshim* on the page of a *Chumash*.
 - Read Rashi script with fluency and accuracy.
 - *Values*
 - *Ahavat Yisrael* and *Achdut* (as displayed through the story of Yosef and his brothers after the death of their father)
 - Using one’s personality and position to serve Hashem (Yosef in *Mitzrayim*).
 - *Kibud Av V’eim* (Yosef with Efrayim and Menashe).

Navi – Sefer Shoftim

The *Navi* class builds upon the skills and values that are taught in Chumash while continuing the narrative learned from Sefer Yehoshua. The students explore the vicious cycle of sin, punishment, repentance and rescue. The idea that anyone could be a leader as long as they fulfill Hashem’s will is explored through the varied stories and identities of the shoftim.

Ivrit – Chaveirim

Foreign language acquisition occurs in four realms: reading, listening, speaking and writing. Students of foreign language also need to transfer and apply the skills, vocabulary and grammar they learned in new contexts and situations. In 5th Grade students conjugate and use the present, past, and future tenses of verbs. They accurately use the feminine and masculine and single and plural forms of nouns and adjectives. Students are

guided to develop the ability to self-correct when reading and writing, using proper support tools and direction. Students will also be responsible to complete level and age appropriate independent reading assignments with oral reports and written summaries in Hebrew about the material read. As the year progresses, the students will be expected to take initiative in reading, speaking and writing in Hebrew, including responding in a grade appropriate conversation or lesson, with written Hebrew answers in full sentences and paragraphs.

Elementary General Studies Curriculum Grades 1-5

☞An Overview☞

Language Arts: Our goal for our Elementary students is for them to see themselves as lifelong readers and writers. Using a research-based, balanced literacy program, *Wonders*, published by Mc-Graw Hill, students are immersed in a literature-rich environment where they develop their ability to read for deeper understanding and meaning. Our balanced literacy program includes phonics, shared reading and writing, listening and reading comprehension, and writing different forms of text. Our elementary teachers have been trained in *Step Up to Writing*, which provides learners with explicit, systematic writing strategies that help ensure success.

Technology plays a key role in our language arts program. Teachers use *Wonders* electronic support materials to make the concepts and ideas come alive. *Connect Ed* provides a home portal for parents and students to practice and review skills at home taught in school.

Math: We believe all learners are capable of success in mathematics. We engage students' full capacity through active participation. Our math program, *Bridges*, encourages a deep understanding of concepts and key skills while also developing math fluency and an ability to solve complex, real life problems. Using games and manipulatives to engage, *Bridges* employs a combination of direct instruction, center-based instruction, and inquiry so students are engaged in the learning process.

Social Studies: Our social studies curriculum revolves around thematic units that allow students to see themselves as members of a community, a state, and a nation. Our students learn skills that help them make informed decisions about the world around them.

Science: Farber uses the SCoPe curriculum, an inquiry-based curriculum designed by Oakland Schools. Students learn to use scientific processes—observe, compare, classify, measure, and communicate-- to make sense of the world around them. In addition to the SCoPe curriculum, our fourth and fifth Grade science curriculum uses *Legos: Simple Machines*, where students learn and strengthen key concepts in science, technology, engineering, and math while learning about simple machines and motors.

Technology: Using computers in a dedicated lab and Chromebooks in each classroom, students are exposed to 4 major technology strands: Device Use; Navigation, Interaction, and Research; Productivity, Creativity, and Communication; and Digital Citizenship. Students utilize tools from Google Apps for Education (such as Docs, Sheets, Presentation, Forms, and more). Lessons and skills are often integrated with other curriculum resulting in project based assessments.

Art: Students receive art instruction in many different medium. From working with clay to creating self-portraits, students explore how art is a reflection of the world around them.

Physical Education: Our physical education program promotes our students' social, emotional, physical, and mental growth by providing opportunities for teamwork, cooperation, and fitness.

1st Grade

English Language Arts

In 1st Grade, your child will become a more independent reader and writer. Your child will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing proficient readers with the capacity to comprehend a wide range of materials. Students will learn to think about what they read and talk about the main ideas of simple stories. As they write and speak, 1st Graders will learn to use language appropriately; this includes using complete sentences and spelling words with increasing accuracy.

Instructional Materials: *Wonders* (Mc Graw-Hill, 2012) and *Step Up to Writing* (Sopris West, 2008), *Scholastic Reading Counts* (Scholastic, 2011)

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings, and major events in a story, using key details
- Getting facts and information from different writings
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Participating in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball)
- Learning to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking)

Mathematics

In 1st Grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less (e.g., $17 - 8$). Another important goal in 1st Grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63 (namely, 63 is six tens and three ones). Working with multi-digit addition this year will set the stage for 2nd Grade, when your child will be working with three-digit numbers and adding and subtracting with larger numbers.

Instructional Materials: *Number Corner* and *Bridges*, 1st Edition (Math Learning Center)

- Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?")
- Adding with a sum of 20 or less, and subtracting from a number 20 or less, for example by using strategies based around the number 10 (e.g., to solve $13 - 4$, one can start with 13, subtract 3 to reach 10, and then subtract 1 more to reach 9)
- Quickly and accurately adding with a sum of 10 or less, and quickly and accurately subtracting from a number 10 or less (e.g., $2 + 5$, $7 - 5$)
- Understanding what the digits mean in two-digit numbers (place value)
- Using understanding of place value to add and subtract (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$)
- Measuring lengths of objects by using a shorter object as a unit of length
- Making composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths

Science

In 1st Grade, your child will continue the skills started in kindergarten by further developing an understanding of the world around them, and gaining skill at organizing and describing that world. In life science the concept of heredity is introduced by observing parent/offspring relationships. Your child will also study common garden plants (peas, beans) and familiar vertebrates (family pets) to develop awareness of distinguishing characteristics of living things. Children in First Grade expand their knowledge of the basic survival needs of these plants and animals and describe the life cycles of familiar organisms. In physical science children describe common physical changes in matter including changes of size and shape, freezing, melting, and dissolving. Children also classify and identify familiar objects using observable attributes such as color, size, shape, smell, magnetic properties, hardness, and texture. In earth science children explore local weather conditions and seasonal changes and identify various types of severe weather and their safety precautions.

Instructional Materials: *Science* (Harcourt, 2005) & SCopE Curriculum (Oakland Schools) Units of Study include:

- Properties of matter
 - Five senses
 - Sinking and Floating
 - Solids vs. Liquid
 - States of Matter
 - Changes in Water
- Magnet
- Mixtures
- Parents and Offspring
 - What is change?
 - Lifecycle
 - Metamorphosis

- Weather and Seasons
 - Water Cycle
 - Temperature
 - Safety Precautions for Weather

Social Studies

The 1st Grade social studies curriculum uses the context of “Families and Schools” to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues.

Units of Study include:

- What is a family?
- How do we get what we need and what we want?
- How do we learn about How do we learn about places?
- How do we learn about How do we learn about others?
- How do we learn about How do we learn about the past?

2nd Grade

English Language Arts

Students in 2nd Grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts — such as words that share the same root (e.g., add and additional) — that help them figure out the meanings of new words. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, 2nd Graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing.

Instructional Materials: *Wonders* (Mc Graw-Hill, 2012) and *Step Up to Writing* (Sopris West, 2008), *Scholastic Reading Counts* (Scholastic, 2011)

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)

Mathematics

In 2nd Grade, your child will build on last year’s work and gain important new skills. One of the most important outcomes for the year is to add and subtract two-digit numbers quickly and accurately (e.g., $77 - 28$). Another important goal in 2nd Grade is to understand what the digits mean in a three-digit number such as 463 (namely, 463 is four hundreds, six tens, and three ones). Your child also will build expertise with solving addition and subtraction word problems. Mastering addition and subtraction at the 2nd Grade level is important so that your child will not have to review and repeat this material in 3rd Grade, when the study of multiplication, division, and fractions will start.

Instructional Materials: *Number Corner* and *Bridges*, 1st Edition (Math Learning Center)

- Solving challenging addition and subtraction word problems with one or two steps (e.g., a “one- step” problem would be: “Moshe has 23 fewer apples than Yoni. Elana has 47 apples. How many apples does Moshe have?”)
- Quickly and accurately adding with a sum of 20 or less (e.g., $11 + 8$); quickly and accurately subtracting from a number 20 or less (e.g., $16 - 9$); and knowing all sums of one-digit numbers from memory by the end of the year
- Understanding what the digits mean in three-digit numbers (place value)

- Using understanding of place value to add and subtract three-digit numbers (e.g., 811 – 367); adding and subtracting two-digit numbers quickly and accurately (e.g., 77 – 28)
- Measuring and estimating length in standard units
- Solving addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)
- Building, drawing, and analyzing 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later Grades

Science

In 2nd Grade Life Science children use physical characteristics such as color, shape, size, and number of parts to extend their knowledge of classification. They observe and identify the distinguishing characteristics that familiar animals and plants pass from one generation to the next. Children expand their knowledge of the basic survival needs of these plants and animals and describe the life cycles of familiar organisms. Through the study of physical science children learn the concept of mixtures and learn how to make and separate mixtures. They continue to increase their knowledge of classification using familiar objects and observable attributes (e.g., color, shape, smell, hardness, texture, and size). In earth and space science children are introduced to characteristics of the earth’s surface. Concepts are made concrete by studying these features as they are found in the children’s local community. Children also describe how water exists in three states and learn to identify sources of water and its uses.

Instructional Materials: *Science* (Harcourt, 2005) & SCopE Curriculum (Oakland Schools) Units of study include:

- Properties of matter and mixtures
- Water
- Landforms
- Lifecycles of Plants

Social Studies

The 2nd Grade Social Studies curriculum addresses concepts in geography, history, government, and economy through the lens of the local community. Students examine what is a community, how citizens live and work together in community, how communities change over time, and the role of citizens in a community. Using historical thinking, students create timelines of key events from their community’s past, explore changes over time, and investigate how descriptions of common events can differ. Students draw upon prior knowledge of spatial awareness, physical and human systems, and human- environment interaction from earlier Grades to create more complex understandings and apply these concepts to the local community. They begin to understand how people, goods, and services move within the community. Students are also introduced to local government and its functions. By exploring the role local businesses in the community, students learn how people cannot produce everything they want and depend on trade to meet those wants. Through an examination of local public issues, students practice public discourse and decision making around community issues.

Units of study include:

- What is a Community?
- Where is My Community and What is it Like There?
- How Do Citizens Live Together in a Community?
- How Do People Work Together in a Community?
- How Do Communities Change?
- How Can a Citizen Affect a Community?

3rd Grade

English Language Arts

3rd Grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multi-syllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., a piece of cake) and have relationships to other words (e.g., company and companion). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

Instructional Materials: *Wonders* (Mc Graw-Hill, 2012) and *Step Up to Writing* (Sopris West, 2008), *Scholastic Reading Counts* (Scholastic, 2011)

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and non-literal meanings of words, such as something's fishy and cold shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words

Mathematics

In 3rd Grade, your child will learn important new ideas and gain important new skills. One of the most important topics this year is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3rd Grade.

Instructional Materials: *Number Corner* and *Bridges*, 1st Edition (Math Learning Center)

- Multiplying and dividing up to 10×10 quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying 9×80)
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-

foot by 7-foot room given by the product 9×7 ?)

Science

In the 3rd Grade curriculum students extend their understanding of concepts they studied in previous years. In life science they begin to explore the systems and behavioral characteristics of vertebrates and seed plants. They use this knowledge to explain how these characteristics help animals and plants survive in their environments. In physical science students identify light as a form of energy and investigate its properties. They identify various light sources, experiment with how light travels, and create shadows. Students also identify sound as a form of energy and investigate the concept through the use of common materials. They investigate force and motion through various experiments using common household items such as balls and marbles. The earth and space science strand has students explore and identify natural resources and their uses in the community. They describe ways in which humans are dependent on the natural environment and their effects on the balance of the natural world. Children explore in-depth renewable and non-renewable resources, ways in which to protect these resources such as recycle, reuse, reduce, and renew. They also expand on their understanding of the earth's surface through the exploration of various types of earth materials and natural changes in the earth's surface (e.g., erosion, glaciers, and volcanoes).

Instructional Materials: *Science* (Harcourt, 2005) & Scope Curriculum (Oakland Schools) Units of Study include:

- Animal Characteristics and Adaptations
- Light Energy
- Sound Energy
- Earth's Surface
- Using Natural Resources
- Reduce, Reuse, and Recycle
- Forces and Motion
- Plant Exploration

Social Studies

The 3rd Grade social studies curriculum introduces the history, geography, government, and economy of Michigan. Students learn about people and events from the past that have influenced the state in which they live. They study the geography of Michigan including the physical and cultural characteristics of different areas of the state. Using the context of their state, students explore human- environment interactions and their consequences. Using a geographic lens, students also examine the movement of people, products, and ideas across the state, and investigate how Michigan can be divided into distinct regions. Economic concepts are applied to the context of Michigan as students explore how Michiganders support themselves through the production, consumption, and distribution of goods and services. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The purposes, structure, and functions of state government are introduced. Students explore the relationship between rights and responsibilities of citizens. They examine current issues facing Michigan residents and practice making and expressing informed decisions as citizens. Throughout the year, students locate, analyze, and present data pertaining to the state of Michigan.

Units of Study include:

- The Geography of Michigan
- The Economy of Michigan
- The Early History of Michigan
- The Growth of Michigan
- The Government of Michigan
- Public Issues Facing Michigan

4th Grade

Language Arts

Building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental in 4th Grade. Your child will continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. 4th Grade students also will make important strides in their ability to explain plainly and in detail what a book says — both explicitly and what is implied from its details. By 4th Grade, your child will be writing effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

Instructional Materials: *Treasures* (Mc Graw-Hill,) and *Step Up to Writing* (Sopris West, 2008), *Scholastic Reading Counts* (Scholastic, 2011)

- Describing the basic elements of stories — such as characters, events, and settings — by drawing on specific details in the text
- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)

Mathematics

In 4th Grade, your child will gain important new skills while continuing to build on what he or she learned the previous year. One of the main areas studied in 4th Grade is arithmetic and applying it to solve problems. This is an important life skill, and your child should make significant strides in this area during the year. Your child will also build knowledge and skills with fractions to prepare for mastering this topic in 5th and 6th Grades. These skills will help ensure your child is ready for algebra and advanced math.

- Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements
- Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million)
- Multiplying and dividing multi-digit numbers in simple cases (e.g., multiplying $1,638 \times 7$ or 24×17 , and dividing 6,966 by 6)
- Understanding and applying equivalent fractions (e.g., recognizing that $\frac{1}{4}$ is less than $\frac{3}{8}$ because $\frac{2}{8}$ is less than $\frac{3}{8}$)

Instructional Materials: *Number Corner* and *Bridges*, 1st Edition (Math Learning Center)

Social Studies

The 4th Grade social studies curriculum introduces students to geographic, economic, governmental concepts through the lens of the United States. They study the physical geography of the United States as well as the cultural characteristics of regions of the country. Students analyze human systems in the United States by exploring the interaction between the people and their natural environments, the movement of people, products, and ideas, and the distinguishing features of various regions within the country. By focusing on the characteristics of the U.S. economy, students learn fundamental economic concepts and apply these to their own lives. They study economic ties between the United States and other places, and discover how their country is an interdependent part of the global economy. Students are introduced to the purposes, structure, and function of our federal government. They also examine the relationship between the rights and responsibilities of citizens in a democratic republic. Students examine current issues facing the United States and practice making and expressing informed decisions as citizens.

Units of study include:

- Foundations in Social Studies
 - Thinking like a historian
 - Thinking like a geographer
 - Thinking like an economist
 - Thinking like a political scientists
- The United States in Spatial Terms
- Human Geography in the United States
- Exploring Economics
- Our Federal Government
- Rights and Responsibilities of Citizenship

Science

In 4th Grade students deepen their inquiry skills by practicing using evidence to formulate explanations. In life science students learn about natural relationships within the environment and how this order can be interrupted or changed by environmental conditions. They explore plants and animals through the study of patterns of interdependence, food chains, and food webs. Students use information found in the fossil record to compare organisms that exist today to those of the past. In physical science students examine the properties of heat, electricity, and magnetism and how energy can change or transfer and they explore the conditions that lead to energy transfer. Students observe changes in states of matter and learn to measure these changes/interactions. In earth and space science students explore the role of gravity and understand how the motion of objects in the sky move in predictable cycles and explain the concepts of day and year. Students make the connection that all life on earth is dependent on the sun for light and heat energy.

In addition, our fourth Grade science curriculum uses Lego: Simple Machines, where students learn and strengthen key concepts in science, technology, engineering, and math while learning about simple machines.

Instructional Materials: *Science* (Harcourt, 2005) & Scope Curriculum (Oakland Schools), *LEGO: Simple Machines* (Lego Group, 2009)

Units of Study Include:

- Energy Transfer and Change
- Measuring Properties of Matter
- Magnetism
- Motion in the Solar System

- Order and Organization
- Simple Machines

5th Grade

Language Arts

In 5th Grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to your child's continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

Instructional Materials: *Treasures* (Mc Graw-Hill,) and *Step Up to Writing* (Sopris West, 2008), *Scholastic Reading Counts* (Scholastic, 2011)

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Producing writing on the computer

Mathematics

5th Grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in Middle School. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5th Grade, while multiplying and dividing fractions becomes a major focus.

Instructional Materials: *Number Corner* and *Bridges*, 1st Edition (Math Learning Center)

- Adding and subtracting fractions with unlike denominators (e.g., $2\frac{1}{4} - 1\frac{1}{3}$), and solving word problems of this kind
- Multiplying fractions; dividing fractions in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many $\frac{1}{3}$ -cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share

- 1/2 pound of chocolate equally)
- Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal)
- Multiplying whole numbers quickly and accurately, for example $1,638 \times 753$, and dividing whole numbers in simple cases, such as dividing 6,971 by 63
- Understanding the concept of volume, and solving word problems that involve volume
- Graphing points in the coordinate plane (two dimensions) to solve problems
- Analyzing mathematical patterns and relationships

Social Studies

In 5th Grade, students develop an understanding of history, geography, economics, citizenship and cultures related to the Western Hemisphere – the United States, Canada and Latin America. These perspectives build on and reinforce historic and political content about the United States learned in fourth Grade.

Instructional Materials: TimeLinks: The United States (MacMillan/ McGraw Hill, 2009)

Units of study include:

- Native People of North America
- Exploration and Colonization
- Colonial America
- The Struggle for North America
- The New Nation
- Slavery and Emancipation
- Life in the United States

Science

In 5th Grade students design and conduct their own investigations and create models to explain phenomenon as well as engage in scientific collaborative discourse. In life science students examine the traits of living organisms and specialized animal systems. The concept of adaptation is made concrete through the study of the effects of heredity and environment on the evolution of organisms. Fossils are studied in order to compare ancient life forms with current life forms and provide evidence of how environmental conditions have changed over time. In physical science students explore forces in depth and understand how forces affect motion and speed of an object. They then use this knowledge to demonstrate the effects of force and motion in everyday experiences. In earth and space science students learn about the universe beyond earth and how position and motion explains seasons, day and night, and year.

In addition, our 5th Grade curriculum uses Lego: Renewable Energy. Students explore renewable energy sources; investigate energy supply, transfer, accumulation, conversion, and consumption; and use measurements and data analysis to describe and explain outcomes through hands-on activities and exciting, real-life models.

Instructional Materials: *Science* (Harcourt, 2005) & *Scope Curriculum* (Oakland Schools), *LEGO: Renewable Energy Add-On Set* (Lego Group, 2009)

Units of study include:

- Measuring Changes in Force and Motion
- Everyday Experience with Force and Motion
- Position and Motion of Objects in the Sky
- Traits of Organisms

- Specialized Systems
 - What is the purpose of various body systems in animals?
 - What is the purpose of the various body systems in animals?
 - How do animal systems work together to perform specific activities?
 - How do animal systems function together and contribute to the survival of the organism?