



# Grade Three

## LANGUAGE ARTS

*Students will be able to...*

- Read “just right” books silently with comprehension for sustained reading periods of 25 minutes.
- Read grade-appropriate imaginative/literary, informational/expository text fluently, accurately, and with comprehension, using appropriate rate, change in voice, expression.
- Identify speaker and audience for a text.
- Reference a text (when silently reading), when responding to comprehension questions orally and in writing.
- Identify and analyze (when reading fiction) elements of plot, character and setting; make inferences.
- Identify and use (when reading nonfiction) knowledge of common: textual features (paragraphs, topic sentences, concluding sentences, glossary); graphical features (charts, maps, diagrams); organizational structures (chronological order).
- Summarize the main ideas of a text and give supporting details.
- Make meaningful connections: text to itself; text to text/media; and text to world.
- Write in different genres with voice appropriate to that genre and piece of writing.
- Organize similar ideas in a basic expository paragraph and elaborate with facts, reasons, and details.
- Generate and use graphic organizers (Telling and Categorizing “Brain Frames”).
- Spell and define 200 words.
- Recognize the two-part structure of simple sentences: a part that tells who or what (subject) and a part that tells what happened (predicate).
- Identify the four basic parts of speech (noun, verb, adjective, adverb).
- Use commas in a series and apostrophes.
- Form all cursive letters correctly; write legibly and fluently.
- Touch type using correct posture and finger position.
- Plan and perform readings of selected texts, using clear dictation and voice quality.

# Grade Three

## MATHEMATICS

*Students will be able to...*

*(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)*

- Identify, read, and write numbers into the millions naming the place values and comparing them using more than, less than, and equal to.
- Estimate and solve addition and subtraction problems involving three or more addends of three and four digits.
- Solve frames and arrows problems with two rules, including multiplication and division.
- Find patterns in addition, subtraction, multiplication, and division facts.
- Calculate the value of coin combinations and solve money number stories.
- Tell time exactly, solve problems with elapsed time, and write current date.
- Identify metric and standard units of measure; choose the appropriate units of measure and measure to the nearest foot, half centimeter and millimeter.
- Find the perimeter of common shapes and area of rectangles.
- Read maps, tables, circle graphs and pictographs with greater than one-to-one correspondence using a key.
- Apply terminology such as maximum, minimum, mode and range when finding statistical benchmarks.
- Make predictions based on data.
- Demonstrate mastery of multiplication facts through 10; estimate and solve multiplication problems using three-digit by two-digit factors as well as division problems using a four-digit dividend and one digit divisor.
- Reduce fractions to lowest terms; compare and order them; identify and name mixed numbers.
- Identify three-dimensional shapes as well as faces, edges, vertices, and bases of prisms and pyramids, using appropriate mathematical terminology.
- Identify lines of symmetry, as well as line segments, endpoints, lines, rays, intersecting and parallel lines and angles.

# Grade Three

## JEWISH STUDIES

*Students will be able to...*

- Recognize that observance of holidays and Shabbat originates in TaNaKH.
- Recognize central themes of the Torah narratives.
- Explain that *midrashim* help interpret the biblical text at a deeper level.
- Explain that some questions have more than one answer.
- Know basic holiday *mitzvot*.
- Use different holiday greetings.
- Describe the concept of melting pot as it relates to the people of Israel.
- Describe various ways we show hospitality to strangers.
- Identify where the holidays fall on the lunar and solar calendars.
- Know the months in the Jewish calendar.
- Identify *Rosh Hodesh* and explain its significance.
- Use the *siddur* to participate in *tefillah*.
- Demonstrate mastery of the *Shema* and Her blessings.

# Grade Three

## SOCIAL STUDIES

*Students will be able to...*

- Locate all continents and oceans on a map of the world.
- Locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges on a map of North America.
- Locate the current boundaries of the United States (including Alaska and Hawaii) on a map of North America, and locate regions throughout the continent.
- Identify the states, state capitals, and major cities in each region of the United States.
- Describe the climate, major physical features, and major natural resources in each region of North America.
- Identify and describe the unique features of the United States (e.g. the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park).
- Identify Washington, D.C. as the capital of the United States and locate it on a map of the United States.
- Locate Canada (and its provinces) and Mexico on a map of North America.
- Locate all Western and Eastern European countries on a map of Europe.
- Describe the diversity of the American people by identifying contributions to American culture of at least three indigenous peoples in different areas of the country.
- Describe the diversity of the American people by identifying distinctive contributions to American culture of major immigrant groups, locating their countries of origin and where they tended to settle in large numbers.
- Describe causes of major waves of immigration of Jews from Eastern Europe to the eastern United States, and describe the varied experiences of immigrants.

# Grade Three

## SCIENCE

*Students will be able to...*

- Recognize that the Earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons, and that the earth is the third planet from the sun in our solar system.
- Understand the earth's rotation on its axis, and make connections between the rotation of the Earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.
- Describe the changes that occur in the observable shape of the moon over the course of a month.
- Describe different ways in which data can be represented, e.g., sketches, diagrams, graphic organizers, and lists.
- Identify the basic forms of energy (light, sound, heat, electrical, and magnetic) and recognize that energy is the ability to cause motion or create change.
- Recognize that sound is produced by vibrating objects and requires a medium through which to travel, and relate the rate of vibration to the pitch of the sound.
- Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.
- Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound.
- Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.
- Give examples of how change in the environment causes plants and animals to die or migrate.
- Understand that an organism's patterns of behavior are related to the nature of that organism's environment.
- Classify plants and animals according to characteristics shared.
- Recognize that organisms can survive harsh environments due to adaptations/migration.
- Describe examples of how inherited characteristics change over time (adaptations).
- Differentiate between observed characteristics of plants and animals that are inherited versus those affected by environment.

# Grade Three

## HEBREW

*Students will be able to...*

*(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level.)*

- Engage in simple, short conversations that are 3-4 sentences long; provide and obtain information; express likes/dislikes, feelings, and emotions.
- Describe the immediate school environment including building: locations, inside, people in the classroom.
- Tell about different things they like to do in class/school and after school.
- Compare and contrast different places, what there is and what there is not.
- Describe themselves and someone they know.
- Describe the neighborhood, street, buildings, houses, parks and special features.
- Describe friends (appearance, likes and dislikes), residence, friend's family, clothes, and length of friendship.
- Read an entire book and describe the characters/places in the book, what/who they like in the book, summarize the story and create a dialogue between characters.
- Describe in writing family members, friends, house, school environment, etc. using a sequence of 5-7 sentences.
- Read (decode) short paragraphs with fluency and accuracy.
- Comprehend the paragraphs they read.
- Describe in simple sentences family events and traditions.
- Describe in simple sentences how holidays are celebrated in Israel.

# Grade Three

## SOCIAL JUSTICE

*Students will be able to...*

- Understand speaking up for cultures that need help articulating their needs, i.e., Native Americans, new immigrants.
- Understand *Tzedek* as an individual person's obligation to speak up for other people.
- Understand that *Limud* means learning *Torah*, which inspires learning in general and influences who we become as people.
- Identify areas of brokenness in cultural differences.
- Understand that fulfilling the mitzvah of *V'ahavta L'rayecha Kamocha* (love your neighbor as yourself) comes from learning about and connecting with others.

# Grade Three

## PHYSICAL EDUCATION

*Students will be able to...*

- Understand safety, respect and following directions; practice social skills that enhance group work such as taking turns and using words to express feelings.
- Enter into discussions of sportsmanship and self-esteem as some team sports are introduced.
- Participate in a variety of chasing and fleeing (tag) games.
- Participate in a variety of units including cooperative games, team sports, individual sports/activities like running/fitness-walking, gymnastics and dance; respect the preferences and differences of their classmates.
- Know the fundamental skills and rules of the team sports (such as soccer, team handball, basketball, etc.) and have the opportunity to demonstrate those skills in game as well as low-pressure settings.
- Work on gymnastics and dance skills at individual level: demonstrate balances, weight transfers, leaps and jumps, and rotations around an axis; demonstrate routines they have created.
- Participate in a variety of activities to improve strength and flexibility; begin exploring the connection between mind, body, and performance

# Grade Three

## ART

*Students will be able to...*

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

## MUSIC

*Students will be able to...*

- Distinguish between higher and lower pitches, upward and downward melodic contour, movement by leaps/steps/repeats; discern melody from harmony; sing and play more complex melodic patterns (on recorder and on barred instruments).
- Identify and demonstrate meter; read and notate in treble clef; perform complex rhythmic patterns; identify beat; demonstrate understanding of note names and values through written and aural exercises, pitched and unpitched instruments.
- Identify and demonstrate dynamics aurally and visually; describe how dynamics and tempo affect music; identify and describe classroom and orchestra instruments.
- Identify musical forms: introduction/coda, repeat sign, first/second endings, *da capo al fine*; explain the meaning of song lyrics and/or identify the style/genre of the music.
- Explain the connection of a piece of music to culture/society (holidays) or history (i.e. Spirituals and the connection to the music of the Civil Rights Movement).

# Grade 4

## LANGUAGE ARTS

*Students will be able to....*

- Read grade appropriate texts aloud, with comprehension, fluently, and with proper expression.
- Retell a story from another character's perspective.
- Make predictions about character development and plot.
- Identify and compare qualities of characters and their relationships to each other.
- Highlight/differentiate main ideas and supporting details, when silently reading expository text.
- Adjust their reading rate to the difficulty of text.
- Respond to inferential questions about literature in a written form.
- Place similar ideas in a basic descriptive paragraph with relevant facts, reasons, explanations, details and/or reader's questions are anticipated and answered.
- Write a well-organized report or informal essay that includes three paragraphs, a purposeful introduction, and conclusion which showcases the central theme of the essay.
- Use graphic organizers to map "sequencing" or "cause and effect" information.
- Write brief summaries of information gathered through research intended for a specific audience.
- Write narratives from different perspectives which are compelling and engaging, and show respect for the audience.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Improve word choice by using dictionaries in order to enhance and clarify meaning.
- Demonstrate a good grasp of standard writing conventions including commas, apostrophes, quotation marks, abbreviations, and split words at the end of a line.
- Touch type at 20 words per minute with 75% accuracy.

# Grade Four

## MATHEMATICS

*Students will be able to...*

*(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)*

- Read, write, identify, and make exchanges between place value from the thousandths place to the billionths place.
- Find median value when summarizing and interpreting data.
- Multiply and divide three- and four-digit numbers; express and simplify numbers using exponents.
- Complete and identify patterns using various written formats such as open expressions, and greater than and less than symbols.
- Solve money word problems using all four operations.
- Identify and convert between standard and metric units and measure to the nearest quarter inch.
- Divide two-digit divisor into three-digit dividend, denoting the remainder in three ways.
- Predict and record probability using fractional notation.
- Manipulate between improper fractions, mixed numbers, and equivalent fractions as well as add and subtract fractions with like denominators.
- Understand, compare, order and use all four operations with decimals where decimals are in the dividend.
- Use scale drawings for mapping locations and solving problems.
- Find, create, and extend visual and numeric patterns.
- Identify standard and metric units of weight, capacity, and volume.
- Identify and analyze the components and characteristics of geometric polygons and polyhedra.
- Classify, name, draw, compare polygons and other geometric figures.
- Identify properties of three-dimensional shapes.

# Grade Four

## JEWISH STUDIES

*Students will be able to...*

- Make connections between biblical themes of covenant, land of Israel, people of Israel, and God in *Sefer Bereishit*.
- Examine various art media as a form of textual *midrash*.
- Explain that there are commentaries that provide interpretation of the Torah.
- Make text-to-text connections within *Sefer Bereishit*.
- Differentiate between sections, books, chapters and verses within the TaNaKH.
- Demonstrate basic understanding of the rubric of prayer within the prayer service.
- Demonstrate beginning leadership skills in *tefillah*.
- Explain the implication of various biblical narratives; empathize with the biblical characters involved.
- Explain how the Jewish holidays relate to our covenantal relationship with God.
- Distinguish between rabbinic holidays and those originating in Torah.

# Grade Four

## SOCIAL STUDIES

*Students will be able to...*

- Locate the continent of Africa and the oceans around it on a map of the world; locate the regions of Africa, and major countries and cities in Africa, on a map of Africa.
- Discuss modern Ethiopia by describing its geography, natural resources, economy, ethnic and religious groups, native cultures, languages, and history.
- Describe the history of Ethiopian Jews, and the circumstances that led to the immigration of Ethiopian Jews to Israel.
- Discuss modern Madagascar by describing its geography, natural resources, economy, ethnic and religious groups, native cultures, languages, and history.
- Describe the development and effects of the trans-Atlantic slave trade to the United States.
- Locate Central and South Asia on a map of the world; locate major geographical features, and countries and major cities in Central and South Asia, on a map of the region.
- Discuss modern China by describing its geography, economy, ethnic and religious groups, languages, and history.
- Identify the distinctive contributions to American culture of Asian immigrant groups in the 19th and 20th centuries, locating countries of origin and where in America they settled in large numbers.
- Locate the Middle East on the map of the world; locate major bodies of water and countries and major cities in the Middle East on a map of the Middle East.
- Discuss modern Israel by describing its geography, economy, ethnic and religious groups, languages, and history.
- Define a homeland, and apply this definition to Israel for Israeli Jews and Jews around the world living outside of Israel.
- Describe Zionism, and identify the reasons that Israel is a homeland for the Jews, including Hatikva and the symbols of Israel.
- Identify Israeli regions and cities, as well as politically caused changes in the nation's geography and cultural/religious landmarks.

# Grade Four

## SCIENCE

*Students will be able to...*

- Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.
- Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.
- Distinguish among the various forms of precipitation (rain, snow, sleet, and hail) and make connections to the weather in a particular place and time.
- Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.
- Differentiate between weather and climate.
- Describe how water can be changed from one state to another by adding or taking away heat.
- Recognize that magnets have poles that repel and attract each other.
- Identify and classify objects and materials that a magnet will and will not attract.
- Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica.
- Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.
- Identify the physical properties of minerals (hardness, color, luster, cleavage, and streak) and explain how minerals can be tested for these different physical properties.
- Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).
- Understand the importance/history of water to the country of Israel.

# Grade Four

## HEBREW

*Students will be able to...*

*(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level)*

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Describe summer experiences.
- Describe different foods and food types; order food in a restaurant, ask how much something costs, be able to read menus and create menus.
- Describe after school activities and hobbies; describe when and how frequently they do certain activities.
- Describe physical feelings such as being thirsty, hungry or tired.
- Describe important places in Israel.
- Read a simple children's book at the appropriate level in authentic Hebrew.
- Spell high frequency words with accuracy.
- List appropriate behavior rules for school, park, home; know structures such as allowed, forbidden, should, etc.
- Read with increased accuracy and fluency; read and understand sight words, short descriptions, invitations, menus, schedules, authentic and semi-authentic texts about familiar topics.
- Understand the main idea and a number of details in simple text with uncomplicated situations.

# Grade Four

## SOCIAL JUSTICE

*Students will be able to...*

- Learn that *Pirke Avot* teaches us how to understand the community at large and how to behave in it.
- Understand *Tzedakah* through the study of Maimonides' Ladder of *Tzedakah*.
- Build awareness about taking others' perspectives.
- Identify areas of brokenness in human connections and relationships.
- Understand the mitzvah of *Hiddur P'nei Zaken* (respectful treatment of the elderly) by building a relationship with an elderly community.

# Grade Four

## PHYSICAL EDUCATION

*Students will be able to...*

- Know about respectful and safe group behavior in the community through travel to the YMCA; know about safe practices appropriate for all the different units; practice good sportsmanship in all PE activities.
- Participate in a variety of units including cooperative games, team sports, individual sports/activities like running/fitness-walking, gymnastics and dance; respect the preferences and differences of their classmates.
- Work on gymnastics and dance skills at individual level: demonstrate balances, weight transfers, leaps and jumps, and rotations around an axis; demonstrate routines they have created.
- Work on fundamental skills; be exposed to more advanced activities (for example, a 3-person weave in basketball); demonstrate these skills in game and low-pressure situations.

## ART

*Students will be able to...*

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate understanding of elements of African textile design through student work.
- Demonstrate independence and creative problem solving skills.

# Grade Four

## MUSIC

*Students will be able to...*

- Sing and play more complex songs/melodic patterns and ostinatos; distinguish modes; recognize chord changes; demonstrate an advanced level of pitch accuracy and vocal technique in a choral setting.
- Identify and conduct meter; read and notate in treble clef; identify the structure of a major scale; perform complex rhythmic patterns; identify beats, demonstrate understanding of note names/values through written and aural exercises.
- Identify and perform dynamics aurally and visually; identify instruments; identify voice parts/instrument groupings; identify/experience tempo changes/markings; describe effects of dynamics/tempo; understand/perform dynamics/tempo.
- Identify musical forms: rondo, theme and variations, motive; explain the meaning of song lyrics and/or identify the style/genre of the music; analyze Blues songs and create an original Blues composition.
- Describe different periods of music history; explain the connection of a piece of music to culture/society (holidays) or history (i.e. Blues style and its connection to the music of the Civil Rights movement).

# Grade Five

## LANGUAGE ARTS

*Students will be able to...*

- Make predictions; ask meaningful questions.
- Compare author's style to works by the same author and works by a different author.
- Identify problem/conflict, solution, turning point and/or climax, and evidence of character change in literature or sacred text.
- Generate a sentence that states the theme of a short story or novel.
- Explain the common structures and stylistic elements of a Greek myth.
- Extract the salient points of a non-fiction text, and record them in their own words.
- Use examples from literature to identify and analyze the intended and unintended consequences of actions or events.
- Use examples from literature to identify and analyze the positive and negative impact of words.
- Identify and use correctly the eight basic parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection.
- Place similar ideas in an elaborated paragraph with basic facts, reasons, explanations, details and/or "so what."
- Write a Greek myth with an inviting introduction and satisfying conclusion; logical and effective sequencing; relevant, telling, quality details about setting and characters; and incorporates plot events that lead to a climax, resolution.
- Use graphic organizers to map "compare and contrast" or "showing relationships" information.
- Create a bibliography of research sources, including both books and websites; cite sources appropriately.
- Revise writing independently after determining where to add additional detail, vary sentences in length and structure, and rearrange text to enhance meaning.
- Use standard writing conventions to ensure that written work is spelled correctly and uses appropriate mechanics.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Create and deliver an oral presentation.
- Develop a PowerPoint presentation.

# Grade Five

## MATHEMATICS

*Students will be able to...*

*(Classes are split into three levels in grades 3-8. The content listed here is the middle level.)*

- Read, write, compare and round numbers from the ten thousandths place to the billions place.
- Rename, understand, and apply exponential notation in order to find the prime factorization of numbers.
- Test divisibility, and use factor trees to write prime factorization of composite numbers.
- Multiply and divide powers of ten mentally; apply problem solving skills to situations including multiple digit numbers and decimals.
- Multiply and divide fractions; add and subtract fractions with like and unlike denominators.
- Manipulate between improper fractions and mixed numbers; simplify, order, and compare fractions.
- Convert among fractions, decimals, and percents; solve word problems using ratios, rates proportions, and percent discounts.
- Identify the components of three-dimensional shapes and classify them according to their properties.
- Use geometric tools such as a protractor to measure angles and a compass to draw circles; find diameter, circumference, and area.
- Identify and solve problems using standard and metric units for weight, volume and capacity.
- Measure to the nearest one eighth of an inch and millimeter.
- Find the mean, median, mode, and range for a set of data.
- Use probability to explore equal chance events, fair and unfair games, and select sampling techniques.
- Create bar and line graphs from data they have collected creating their own axes.
- Demonstrate knowledge of math facts.
- Apply strategies for multi-step word problems.
- Compute accurately using all four operations.

# Grade Five

## JEWISH STUDIES

*Students will be able to...*

- Navigate text according to chapter and verse in Hebrew.
- Translate biblical text/vocabulary from *Sefer Shmot*.
- Comprehend verses and short blocks of text in Hebrew from *Sefer Shmot*.
- Contribute opinions about the narrative to class discussion.
- Recognize biblical grammar: roots and verbs.
- Recognize biblical grammar: prefixes and suffixes.
- Understand vocabulary, customs and symbols related to the Jewish holidays.
- Use specific text skills learned to relate Torah to holiday observances.
- Have basic knowledge of the *Amidah* (silent prayer) and its role in *tefillah*.

# Grade Five

## SOCIAL STUDIES

*Students will be able to...*

- Construct and interpret a timeline spanning ancient civilization to the modern day as a tool in understanding the magnitude of historical time.
- Describe how the use of handmade and naturally occurring tools led to humans' physical and intellectual growth, allowing human societies to progress from hunter/gatherer cultures to established and stable agricultural societies.
- Explain the importance of geographic features to the development of ancient and modern civilizations, including climate, weather, water access, and fertile soil.
- Identify the characteristics of civilizations: the presence of geographic boundaries and/or political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities; the existence of social classes; developed systems of government, religion, learning, art, and architecture; common written language and a system of record keeping; job specialization.
- Compare and contrast the ancient civilizations of Mesopotamia, Egypt, Greece, and Mayan civilization based on the above-mentioned identifying characteristics of civilizations.
- Explain ancient civilizations on influence of each other and modern societies through writing, technology, and philosophy.
- Locate important geographical and political features of an ancient civilization and relate its location to a modern map.
- Explain polytheism; compare and contrast with the monotheistic practices of Judaism.
- Describe the important achievements of Mesopotamian civilization and how these achievements have influenced current society: writing; architecture; art; irrigation; the wheel.
- Retell the basic story of the legend of Gilgamesh.
- Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's code ("an eye for an eye"); compare and contrast this code with the laws of Judaism and the United States.
- Identify the levels of social class that existed in Egyptian society, explain how one's daily life was affected by their level on this hierarchy, and understand the importance that social class played in Egyptian society.
- Summarize important achievements of Egyptian civilization: the agricultural system; the invention of the calendar; monumental architecture and art such as the Pyramids and Sphinx at Giza; hieroglyphic writing; the invention of papyrus.
- Describe examples of major accomplishments of ancient Greeks.
- Describe the role and structure of religion in Ancient Greece and identify myths and specific characteristics of Greek gods and goddesses, and where and how we see their names today.
- Explain possible reasons that civilizations fail; provide plausible explanations for the disappearance of the Mayan civilization; compare and contrast flood myths in ancient civilizations with the story of Noah.

# Grade Five

## SCIENCE

*Students will be able to...*

- Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
- Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.
- Recognize that some behaviors are instinctive and others learned.
- Describe how organisms meet their needs by using behaviors.
- Recognize plant behaviors.
- Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.
- Classify plants and animals according to characteristics shared.
- Explain and give examples of ways in which soil is formed (weathering of rock and from decomposition of plant and animal remains).
- Describe different ways in which a problem can be represented (e.g., sketches, diagrams, graphic organizer, and lists).
- Identify and explain differences between simple and complex machines.
- Identify a problem that reflects the need for shelter, storage, or convenience.
- Identify relevant design features for building a prototype of a solution to a given problem.
- Compare natural systems with mechanical systems that are designed to serve similar purposes, e.g., bird's wings as compared to an airplane's wings.
- Develop bar and line graphs from data collected creating own axes.

# Grade Five

## HEBREW

*Students will be able to...*

*(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level.)*

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings and emotions.
- Describe a variety of places and locations, including special features of a place such as the weather.
- Describe a summer experience using past tense.
- Describe the history of a place (city, historical site, etc.); tell how this place came to be and the significance of this place in the present or the past; express opinions about this place.
- Describe an important person in their life including where s/he lives, how they know each other, what the person does, what they like to do with the person and why the person is important to them.
- Understand a short movie in Hebrew.
- Spell accurately high frequency vocabulary.
- Understand and interpret written and spoken language on a variety of subjects including short descriptions, invitations, announcements, menus, schedules and authentic and semi-authentic texts about familiar topics.
- Understand the main idea and a number of details in simple texts with uncomplicated situations.
- Compare personal preferences in past and present tenses.
- Use verb/noun and noun/adjective agreement with increased accuracy.

# Grade Five

## SOCIAL JUSTICE

*Students will be able to...*

- Explore issues of social stratification, labor forces, diversity in Jewish texts, literature and historical documents.
- Understand *Kavod* is the foundation of *Kehillah*.
- Understand that words have the power to create and destroy (*Baruch She'amar, Lashon Hara*).
- Identify areas of brokenness in workers' rights, working conditions, and relationships of unequal power.
- Understand full implications of *Lashon Hara* and develop a leadership role in the lower school.

# Grade Five

## PHYSICAL EDUCATION

*Students will be able to...*

- Know about respectful and safe group behavior in the community through travel to the YMCA; know about safe practices appropriate for all the different units; practice good sportsmanship in all PE activities.
- Participate in a variety of units including cooperative games, team sports, individual sports/activities like running/fitness-walking, gymnastics and dance; respect the preferences and differences of their classmates.
- Work on gymnastics and dance skills at individual level: demonstrate balances, weight transfers, leaps and jumps, and rotations around an axis; demonstrate routines they have created.
- Work on fundamental skills; be exposed to more advanced activities (for example, a 3-person weave in basketball); demonstrate these skills in game and low-pressure situations.

# Grade Five

## ART

*Students will be able to...*

- Demonstrate understanding of how to clean and take care of materials and tools.
- Demonstrate understanding of how to use elements of design to create visual effects.
- Demonstrate interest and engagement in the artistic process through reflective response to verbal prompts about their work.
- Demonstrate understanding of various artistic styles and influences through questions and prompts.
- Demonstrate an understanding of self-reflective practice through drafting and selecting a final product.
- Demonstrate understanding of Jewish cultural and religious tradition by creating works of Judaica.
- Demonstrate independence and creative problem solving skills.

## MUSIC

*Students will be able to...*

- Sing and play complex songs and melodic patterns and ostinatos; distinguish between modes; recognize chord changes; demonstrate an advanced level of pitch and vocal technique in a choral setting.
- Identify/conduct meters aurally/by signature; identify/define terms; demonstrate understanding of concept of scales/tonality, of note names/values through written/aural exercises; perform complex rhythmic patterns; identify structure of a major scale.
- Perform/notate dynamic markings; identify/experience tempo changes and markings; describe effects of dynamics/tempo; understand and perform with dynamics/tempo; aurally and visually identify voice parts, groups, and ensembles.
- Identify musical forms: symphony, sonata form, movements in a suite, program music; explain the meaning of song lyrics and/or identify the style/genre of the music; analyze jazz pieces and compose an original Scat piece.
- Describe different periods of music history in more depth; describe styles of music from around the world; explain the connection of a piece of music to culture/society.