Fourth Grade

SAUL MIROWITZ JEWISH COMMUNITY SCHOOL

Curriculum Night
2020-2021
5780-5781

Morah Caroline Stapleton
Morah Melissa Uhl
(Maternity Leave Sub: Morah Michelle Bennett)

How to contact us

- We will try to get back with you as soon as possible, but please allow 24 hours for replies during the school week.
- If you have a pressing question over the weekend, we will do our best to get back with you as soon as possible on Monday morning.
- We are happy to meet with you M-F about your child. Please email to set up a time to meet. We are available during most plan periods and after school. If you need something earlier or later in the day, please let us know and we'll work together to find a time that works for everyone. :)

Melissa Uhl : Email: muhl@mirowitz.org
Michelle Bennett: Email: mbennett@mirowitz.org
Direct Classroom Phone: **314-576-6177 Ext. 255**

Caroline Stapleton : Email: cstapleton@mirowitz.org
Direct Classroom Phone: **314-576-6177 Ext. 256**

Morah Melissa's Schedule

Teacher: Melissa Uhl 4th grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:35	Morning Work and Meeting	Morning Work and Meeting	Morning Work and Meeting	Morning Work and Meeting	Flashlight Fridays /Morning Meetng
8:35-8:40					
8:40-8:45					
8:45-8:50	T'fillah	T'fillah	T'fillah	T'fillah	Grammar/ Spelling
8:50-8:55					
8:55-9:00					
9:00-9:05					
9:05-9:10					
9:10-9:15	Literacy	Literacy	Literacy	Literacy	Literacy
9:15-9:20					
9:20-9:25					
9:25-9:30					
9:30-9:35					
9:35-9:40					
9:40-9:45					
9:45-9:50					
9:50-9:55	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
9:55-10					
10-10:05					
10:05-10:10					
10:10-10:15					
10:15-10:20					
10:20-10:25					
10:25-10:30					
10:30-10:35					
10:35-10:40	Judaics	Judaics	Writing	Writing	Writing
10:40-10:45					
10:45-10:50					
10:50-10:55					
10:55-11					
11-11:05					
11:05-11:10					
11:10-11:15				Science	Science
11:15-11:20					
11:20-11:25	Study Hall	Writing	RTS or RA		
11:25-11:30					
11:30-11:35					
11:35-11:40					
11:40-11:45					
11:45-11:50					

11:50-11:55	Recess	Recess	Recess		
11:55-12				Recess	Recess
12-12:05					
12:05-12:10					
12:10-12:15					
12:15-12:20	Handwashing	Handwashing	Handwashing	Handwashing	Handwashing
12:20-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-12:30					
12:30-12:35					
12:35-12:40					
12:40-12:45					
12:45-12:50					
12:50-12:55	Handwashing	Handwashing	Handwashing	Handwashing	Handwashing
12:55-1	Read Aloud	Read Aloud		Read Aloud	Read Aloud
1-1:05					
1:05-1:10					
1:10-1:15	Math	Math	Band	Math	Math
1:15-1:20					
1:20-1:25					
1:25-1:30					
1:30-1:35					
1:35-1:40					
1:40-1:45					
1:45-1:50			Handwashing	EOD	
1:50-1:55	Music/Drama	Math	Judaics	PE	Judaics
1:55-2					
2-2:05					
2:05-2:10					
2:10-2:15					
2:15-2:20					
2:20-2:25					
2:25-2:30					
2:30-2:35		PE			
2:35-2:40	Handwashing	Handwashing	Math	Handwashing	Weekly reflection/Tie up loose ends
2:40-2:45	Social Studies	Social Studies		Art	
2:45-2:50					
2:50-2:55					
2:55-3					EOD
3-3:05					
3:05-3:10					Kabbalat Shabbat
3:10-3:15					
3:15-3:20					
3:20-3:25	EOD	EOD	EOD		
3:25-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Morah Caroline's Schedule

Teacher: Caroline Stapleton					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 - 8:35	Morning Work	Morning Work	Morning Work	Morning Work	Fun Friday
8:35-8:40	Morning Work	Morning Work	Morning Work	Morning Work	Fun Friday
8:40-8:45	Morning Work	Morning Work	Morning Work	Morning Work	Fun Friday
8:45-8:50	t'fillah	t'fillah	t'fillah	t'fillah	Fun Friday
8:50-8:55	t'fillah	t'fillah	t'fillah	t'fillah	Spelling/Grammar
8:55-9:00	t'fillah	t'fillah	t'fillah	t'fillah	Spelling/Grammar
9:00-9:05	t'fillah	t'fillah	t'fillah	t'fillah	Spelling/Grammar
9:05-9:10	t'fillah	t'fillah	t'fillah	t'fillah	Spelling/Grammar
9:10-9:15				t'fillah	Spelling/Grammar
9:15-9:20	Writing	Writing	Judaics	Writing	Judaics
9:20-9:25	Writing	Writing	Judaics	Writing	Judaics
9:25-9:30	Writing	Writing	Judaics	Writing	Judaics
9:30-9:35	Writing	Writing	Judaics	Writing	Judaics
9:35-9:40	Writing	Writing	Judaics	Writing	Judaics
9:40-9:45	Writing	Writing	Judaics	Writing	Judaics
9:45-9:50	Writing	Writing	Judaics	Writing	Judaics
9:50-9:55	Writing	Writing	Judaics	Writing	Judaics
9:55-10	Writing	Writing	Judaics	Writing	Judaics
10-10:05	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:05-10:10	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:10-10:15	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:15-10:20	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:20-10:25	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:25-10:30	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:30-10:35	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:35-10:40	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:40-10:45	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:45-10:50	Woods Recess	Playground Recess	Playground Recess	Woods Recess	Playground Recess
10:50-10:55	Woods Recess	Playground Recess	Playground Recess	Woods Recess	Playground Recess

10:55-11	Woods Recess	Playground Recess	Playground Recess	Woods Recess	Playground Recess
11-11:05	Woods Recess	Playground Recess	Playground Recess	Woods Recess	Playground Recess
11:05-11:10	Handwashing	Handwashing	Handwashing	Handwashing	Handwashing
11:10-11:15	Literacy	Literacy	Literacy	Literacy	Literacy
11:15-11:20	Literacy	Literacy	Literacy	Literacy	Literacy
11:20-11:25	Literacy	Literacy	Literacy	Literacy	Literacy
11:25-11:30	Literacy	Literacy	Literacy	Literacy	Literacy
11:30-11:35	Literacy	Literacy	Literacy	Literacy	Literacy
11:35-11:40	Literacy	Literacy	Literacy	Literacy	Literacy
11:40-11:45	Literacy	Literacy	Literacy	Literacy	Literacy
11:45-11:50	Math	Math	Literacy	Literacy	Math
11:50-11:55	Math	Math	Literacy	Literacy	Math
11:55-12	Math	Math	Read Aloud	Read Aloud	Math
12-12:05	Math	Math	Read Aloud	Read Aloud	Math
12:05-12:10	Math	Math	Read Aloud	Read Aloud	Math
12:10-12:15	Math	Math	Read Aloud	Read Aloud	Math
12:15-12:20	Math	Math	Read Aloud	Read Aloud	Math
12:20-12:25	Handwashing	Handwashing	Handwashing	Handwashing	Handwashing
12:25-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-12:55	Handwashing	Lunch	Lunch	Lunch	Lunch
12:55-1	Music/Drama	Handwashing	Handwashing	Handwashing	Handwashing
1-1:05	Music/Drama	PE	Math	Math	PE
1:05-1:10	Music/Drama	PE	Math	Math	PE
1:10-1:15	Music/Drama	PE	Math	Math	PE
1:15-1:20	Music/Drama	PE	Math	Math	PE
1:20-1:25	Music/Drama	PE	Math	Math	PE
1:25-1:30	Music/Drama	PE	Math	Math	PE
1:30-1:35	Music/Drama	PE	Math	Math	PE
1:35-1:40	Music/Drama	PE	Math	Math	PE
1:40-1:45	Handwashing	Handwashing	Math	Math	Handwashing
1:45-1:50	Judaics	Judaics	Writing	Math	Science
1:50-1:55	Judaics	Judaics	Writing	Math	Science
1:55-2	Judaics	Judaics	Writing	Art	Science
2-2:05	Judaics	Judaics	Writing	Art	Science
2:05-2:10	Judaics	Judaics	Writing	Art	Science
2:10-2:15	Judaics	Judaics	Writing	Art	Science
2:15-2:20	Judaics	Judaics	Writing	Art	Science
2:20-2:25	Judaics	Judaics	Writing	Art	Science
2:25-2:30	Judaics	Judaics	Writing	Art	Science
2:30-2:35	Social Studies	Social Studies	Band	Art	Handwriting
2:35-2:40	Social Studies	Social Studies	Band	Science	Handwriting
2:40-2:45	Social Studies	Social Studies	Band	Science	Handwriting

2:45-2:50	Social Studies	Social Studies	Band	Science	Handwriting
2:50-2:55	Social Studies	Social Studies	Band	Science	Handwriting
2:55-3	Social Studies	Social Studies	Band	Science	Clean Up/Pack Up
3-3:05	Social Studies	Social Studies	Band	Science	Clean Up/Pack Up
3:05-3:10	Social Studies	Social Studies	Band	Science	Kabbalat Shabbat
3:10-3:15	Social Studies	Social Studies	Band	Science	Kabbalat Shabbat
3:15-3:20	Clean Up/Pack Up	Clean Up/Pack Up	Clean Up/Pack Up	Clean Up/Pack Up	Kabbalat Shabbat
3:20-3:25	Clean Up/Pack Up	Clean Up/Pack Up	Clean Up/Pack Up	Clean Up/Pack Up	Kabbalat Shabbat
3:25-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Mathematics

Basic Math Facts

Basic facts are the building blocks for all areas of mathematical content. The process of mathematical thinking is hindered when students do not have immediate access to a math fact. In order to build automaticity for basic facts, we will be using a myriad of resources at school, involving fact family number bonds, games, flash cards, sprints, and iPads. As students work on facts, they will bring home flash cards that support their learning development. Please help your child by encouraging practice. Students should practice their facts for at least five minutes, for a minimum of three nights weekly. We will formally assign homework one night a week. In addition to flash card practice at home, we will periodically send home helpful links to online games or apps that you might want to explore for additional practice.

Mathematical Projects

In addition to Singapore Mathematics and weekly fact practice, we will have unit projects in which we connect other academic disciplines to mathematical study. By participating in projects, students will strengthen connections while experiencing real-world mathematics that pertain to current academic studies and Singapore math skills.

Singapore Mathematics - Math in Focus

Goal:

Teaching students to be effective thinkers and mathematical communicators

Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.
- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

Singapore Math in Focus Progressions

4A Textbook

1. Working with Whole Numbers
    - Numbers to 100,000
    - Comparing Numbers to 100,000
    - Adding & Subtracting Multi-Digit Numbers

2. Estimation and Number Theory
    - Estimation
    - Factors
    - Multiples
    - Multiplying Using Models

3. Whole Number Multiplication & Division
    - Multiplying by a 1-Digit Number
    - Multiplying by a 2-Digit Number
    - Modeling Division with Regrouping
    - Dividing by a 1-Digit Number
    - Real-World Problems: Multiplication & Division

4. Tables and Line Graphs
    - Making & Interpreting Tables
    - Using a Table
    - Line Graphs

5. Line Graphs
    - Average
    - Median, Mode, and Range
    - Stem-and-Leaf Plots
    - Outcomes
    - Probability as a Fraction
    - Real World Problems: Data and Probability

6. Fractions & Mixed Numbers

Adding Fractions
Subtracting Fractions
Mixed Numbers
Improper Fractions
Renaming Improper Fractions & Mixed Numbers
Renaming Whole Numbers when Adding and Subtracting Fractions
Fraction of a Set
Real-World Problems: Fractions
Line Plots with Fractions of a Unit

4B Textbook

7. Decimals
    Understanding Tenths
    Understanding Hundredths
    Comparing Decimals
    Rounding Decimals
    Fractions & Decimals

8. Adding & Subtracting Decimals
    Adding Decimals
    Subtracting Decimals
    Real-World Problems: Decimals

9. Angles
    Understanding & Measuring Angles
    Drawing Angles to 180
    Turns & Angle Measures

10. Perpendicular and Parallel Line Segments
    Drawing Perpendicular Line Segments
    Drawing Parallel Line Segments
    Horizontal & Vertical Lines

11. Squares & Rectangles
    Squares & Rectangles
    Properties of Squares and Rectangles

12. Conversion of Measurements
    Length
    Mass, Weight, & Volume
    Time
    Real-World Problems: Measurement

13. Area & Perimeter
    Area of a Rectangle
    Rectangles and Squares
    Composite Figures
    Using Formulas for Area & Perimeter

14. Symmetry
    Identifying lines of Symmetry

Rotational Symmetry
Making Symmetric Shapes & Patterns

15. Tessellations
    Identifying Tessellations
    More Tessellations

✓If your child is struggling with math homework, please let us know so we can help.

Language Arts

Within the Language Arts curriculum, students will read literature and follow the steps of the writing process. They will compose narrative, expository text and poetry that will touch them spiritually, emotionally, and intellectually so that the learning will be meaningful to them. The Language Arts program this year is divided into two components:

Writing Workshop

During Writing Workshop, we will follow a specific structure:

- Connections—through mini-lessons, students will learn how the day's instruction relates to their work.
- Active Engagement—students will practice the "mini-lesson" strategy in their writing notebook.
- Conferences—teachers will meet regularly with individuals and small groups to support their writing needs.

Mini-lessons will include: generating ideas, logical organizational strategies, utilizing voice to create strong characters, varied sentence structure, research skills and diverse word choice.

We will engage in many different types of genres including: realistic fiction, research papers, opinion pieces, and poetry.

Reading Workshop

Reading workshop is a time for students to explore literature and work with words. During reading workshop, students will deepen their reading comprehension skills through the use of reading strategies, book clubs, independent reading, book reports, current events & Time For Kids. Students will improve their grammar and vocabulary through weekly mini lessons, and practice. Furthermore, students will do what all great readers do – develop a love for great books! To help us share our love for reading, students will have the opportunity to share three book reports a year starting in September. Using their own book teasers, students will share a short summary of a chosen book, while sharing why they recommend it! Through book reports, students will have the opportunity to share their own love for books while helping their peers create a reading list for future reading.

Book Clubs

Students will read a variety of self-selected and teacher-selected texts. They construct meaning and make personal and textual connections as they learn from and about reading. Some of the literature units will be linked to our social studies & science curriculum. In those instances, students will gain a

greater understanding of the historical and cultural aspects of the story through a cross-curricular approach.

Time for Kids

Time for Kids will provide a great landscape for current event study, while encouraging comprehension skills and critical thinking. Students will also work on *Time For Kids* once a week in their homework.

Grammar

Each week, students will explore grammar skills and make meaning using a myriad of resources and techniques. Furthermore, students will enhance their grammar through powerful mini lessons and writing practice.

Spelling

Students will work with spelling through The Words Their Way curriculum. Using Words Their Way, students will get just-right spelling words every other other week. Students will improve their spelling using word sorts, patterns and phonics. Students will also build their vocabulary as they learn the meaning of their words. Students will work on their spelling during both our small group spelling time and independent morning work. We will have a bi-weekly test in which they spell their words and use them in a sentence. After winter break, we will move to a weekly spelling test schedule.

Typing

Students will practice typing formally once a week at school, but will also need to practice typing at home. We will assign typing once a week and ask that your child practice typing for ten minutes using the program **typing.com**.

Handwriting

The student workbook is part of the Handwriting without Tears "Can-Do Cursive" level. This level is designed for independent work reviewing cursive skills, with an emphasis on difficult connections. A variety of writing exercises are used, including those that reinforce other language arts skills such as grammar, Greek/Latin root words, paragraph writing, poetry, writing thank-you notes, and more.

Social Studies

Because of the increasing complexity of our society, it is vital that our country have an informed, responsible, and contributing citizenry. Social studies is that part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship in our students' lives. In the Social Studies curriculum for 4th grade, we will address 5 major topics. These topics will provide students with a whole picture of the world they live in and help them to form an idea of the type of world they *want* to live in by learning from our country's past.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below.
The students will:

- Develop critical-thinking skills--responsible decision-making, competency in problem solving, interpreting data, and differentiating between fact and opinion
- Prepare to participate competently and productively as concerned citizens in society
- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively
- Utilize literature, community resources, and technology

Missouri History

Students will…

- Have an essential understanding of significant individuals in Missouri history
- Research how Missouri state history contributes to American history
- Discover and understand Missouri's journey to statehood
- Understand the role Jews played in Missouri's history

Lewis and Clark

Students will…

- Have an essential understanding of the Louisiana Purchase
- Identify the key roles of Meriwether Lewis, William Clark, and Thomas Jefferson
- Discover and understand the evolution of Missouri's journey to statehood
- Understand how the Corps of Discovery recorded their evidence along their journey

The United States Government

Students will…

- Study how democracy is structured in the United States
- Analyze parts of the constitution of the United States
- Research the three branches of government
- Identify citizens' rights of voting and lobbying and the basic understanding of the Bill of Rights
- Students will write a letter to their Missouri representatives

Westward Expansion

Students will….

- Understand how Westward Expansion helped to create the country we live in today
- Be a part of a wagon train and experience a simulated trail experience
- Understand what being a pioneer means in America and in Israel

Map Skills

Students will…

- Understand the shape of our state and the regions
- Recognize the cardinal directions
- Identify lines of longitude and latitude
- Identify a variety of types of maps and how to use them
- Analyze and create maps using topographic skills
- Evaluate National Park topography and maps

Science

Science is an active enterprise, made by the student's capacity to observe, question and infer. Through engaging inquiry, students generate explanations while engaging in critical thinking. Our fourth graders will continue to build upon previous studies as they continue their path as scientists. We will work with students to recognize essential scientific reasoning, while building understanding of scientific processes.

Erosion & Water Quality

Students will…

- Analyze erosion
- Evaluate erosion evidence and determine the type of erosion present
- Work with Litzsinger Road Ecology Center to study erosion and create plans for local land restoration
- Apply scientific processes to official site analysis and rain garden restoration plans
- Communicate plans with local leaders
- Organize restoration project and collect data on changes throughout year
- Evaluate how erosion impacts the environment and ecosystem
- Evaluate how humans impact the environment in both positive and negative ways
- Evaluate and test water quality with 6th grade buddies (macroinvertebrates & pH values)
- Explore cave biology
- Explore how water can change a surface overtime

Renewable Energy

Students will…

- Analyze renewable and nonrenewable energy
- Conduct real world investigations
- Evaluate energy usage and create plans for improvement, including at home
- Create working renewable energy models while using scientific processes to investigate their functions
- Engineer and test wind powered machines

Levers and Pulleys

Students will…

- Gain experience with the concept of force and the application of force to do work
- Gain experience with the relationships between the components of lever systems and pulley systems
- Gain experience with the concept of advantage as it relates to simple machines
- Analyze real-world tools and machines in terms of the simple machines that make them work
- Systematically collect and record data
- Use measurement in the context of scientific investigations
- Use diagrams to translate three-dimensional relationships into two dimensions
- Acquire vocabulary associated with two simple machines (levers and pulleys)
- Apply mathematics in the context of science
- Create a catapult using simple machines
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating

Gardening

Students will…

- Explore sustainability
- Analyze and evaluate garden practices
- Analyze plants, their specialized structures & anatomy
- Evaluate soil quality and maintain garden health
- Design and create a schoolyard garden
- Educate others on garden & compost practices

- Evaluate the difference between heirloom and hybrid plants and create a fictional hybrid using scientific thinking
- Engineer a vertical garden space
- Use the scientific method to grow a food of choice

Reproductive Health Session

Your children will participate in a discussion about their changing bodies in the spring. In separate rooms, boys and girls will learn about the changes they are experiencing and the ones they can expect. Dr. Andy Zuckerman, a pediatrician, will facilitate the boys' discussion, and Cyndee Levy, a registered nurse, will facilitate the girls' discussion. The discussion for each group is intended to give students an understanding of what to expect as they go through puberty. Although our intention is not to discuss sensitive topics, questions sometimes arise. Our facilitators will advise students to ask their parents for more information. We encourage you to address this topic with your child prior to our discussions at school.

Judaics

Fourth grade Judaics will focus on four areas of study:

- ***Torah***--From the birth of Yakov and Esau through Joseph's reuniting with his brothers and the death of Isaac.
- **Prayer Study**--Mastering pronunciation and understanding of selected thematic content of Jewish prayers.
- **Torah Trope**--Students will learn and practice the melodic punctuation system used to read Torah publicly.

Torah Study

Fourth grade Judaics curriculum will focus on the second half of *B'reishit* (Genesis). We will study the biblical text, variations in translations, and themes that connect the Torah to our own lives. Mirowitz has adopted a standards-based approach to Torah instruction. Our adopted **standards** reflect our overarching goals for our students, while our chosen **benchmarks** contain clear language articulating our instructional objectives for our students. Our system of standards and benchmarks come from the The Jewish Day School Standards & Benchmarks Project, guided by The Jewish Theological Seminary and The AVI CHAI Foundation. Within our chosen approach we are also guided by **Big Ideas**--umbrella statements that bridge values or ideas--to help our students connect their Torah learning across stories and subject areas and **Essential Questions**--open-ended, overarching, values-based questions--designed to spark deeper emotional engagement and higher order, reflective thinking about our texts.

The Torah portions we will study in depth are as follows:

- *Toldot* (Genesis 25:19-28:9)
- *Vayetze* (Genesis 28:10-32:3)
- *Vayishlach* (Genesis 32:4-36:43)
- *Vayeishev* (Genesis 37:1-40:23)

STANDARD 1 *Students will become independent and literarily astute readers of the biblical text in Hebrew.*

BENCHMARKS
- Students will be able to identify and understand verb prefixes and suffixes.
- Students will recognize Hebrew roots--*שורשים*--within selected texts.
- Students will demonstrate mastery of key Biblical Hebrew vocabulary.
- Students will be able to differentiate between narrative, dialogue, and inner quotations within a teacher-selected Hebrew TaNaKH text.
- Students will comprehend verses and short blocks of verses from the TaNaKH in Hebrew.

STANDARD 2 *Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.*

BENCHMARKS
- Students demonstrate ability to interpret TaNaKH texts in ways that are specifically, personally meaningful.
- Students can analyze moral dilemmas as complex, sometimes irresolvable questions.
- Students can suggest "Big Idea" or "Essential Question" titles for TaNaKH passages.

Guiding Fourth Grade Big Ideas and Essential Questions

BIG IDEAS:

- ➢ Studying other families' relationships can help us better understand our own.
- ➢ Family conflicts often arise when we misunderstand each other.
- ➢ Studying the different ways in which our Biblical ancestors connected with G-d can help us connect with G-d.
- ➢ Understanding our dreams can connect us with G-d.

ESSENTIAL QUESTIONS:

- ➢ How can reflecting on the conflicts between our Biblical ancestors help us learn more about ourselves?
- ➢ How can working to resolve conflict help us to connect with G-d?
- ➢ How does reflecting on conflict help us better understand our own personal values and the values of others?
- ➢ What makes conflict productive?
- ➢ What makes conflict destructive?

Holidays:

Fourth grade students will study important stories, histories, and traditions associated with the

holidays and read texts that have shaped the ways in which we celebrate our holidays today.

Prayer Study

Students will learn key words, delve into the meanings of the prayers, and practice reading the prayers. In *T'fillah* we will be looking closely at *Shema and its blessings*. We will explore the fascinating history and meaning behind the prayers, and learn to read them correctly and emotionally.
In fourth grade we will be studying a variety of prayers. Our primary focus will be on studying the Torah service.

Torah Trope

Fourth grade students will work with Reb Scott to read Torah--meeting with him to practice the Hebrew and cantillation, and to gain a deeper understanding of the text. Students' scheduled Torah dates and readings are as follows:

9/24/20	**Michaella M, Yehuda D**	Ha'azinu (Deut. 32:4-6—#2) http://mirowitztorahreading.weebly.com/haazinu.html

10/22/20	**Daliya G, Masa H**	Noah (Genesis 6:9-11) http://mirowitztorahreading.weebly.com/noah.html
11/12/20	**Snir Ben Abraham, Seraphina G.**	Chayyei Sarah (Genesis 23:1-3) http://mirowitztorahreading.weebly.com/chayyei-sarah.html
11/19/20	**Jonah & Eli Bialecki**	Toledot (Genesis 25:19-21) https://mirowitztorahreading.weebly.com/toledot.html
11/26/20	**NO SCHOOL: Thanksgiving**	
12/3/20	**Seth I, Orli Roth**	Vayishlach (Genesis 32:3-5) http://mirowitztorahreading.weebly.com/vayishlach.html
12/10/20	**Gavi B, Samantha G**	Vayeishev (Genesis 37:1-3) https://mirowitztorahreading.weebly.com/vayeishev.html
12/17/20	**Charles L, Omer H**	*Parashat Miketz*

		https://mirowitztorahreading.weebly.com/miketz.html
12/21-1/2	**Winter Break**	
1/7/21	**Dan N**	Shemot (Exodus 1:1-3) https://mirowitztorahreading.weebly.com/shemot.html
1/14/21	**Sully K**	Rosh Hodesh Shevat (Numbers 28:1-3) https://mirowitztorahreading.weebly.com/rosh-hodesh.html (Parashat Va'era)
1/21/21	**Anna K.**	Bo (Exodus 10:1-3) http://mirowitztorahreading.weebly.com/bo.html
1/28/21	**Sammy G**	Beshalach (Exodus 13:17-19) https://mirowitztorahreading.weebly.com/beshalach.html
2/4/21	**Evan W.**	Yitro (Exodus 18:1-3) http://mirowitztorahreading.weebly.com/yitro.html
2/11/21	**Maya N**	Mishpatim (Exodus 21:1-3) http://mirowitztorahreading.weebly.com/mishpatim.html
2/18/21	**Jonah G, Miriam K**	Terumah (Exodus 25:1-3) https://mirowitztorahreading.weebly.com/terumah.html
2/25/21	**Lucy R**	Tetzaveh (Exodus 27:20-28:1) http://mirowitztorahreading.weebly.com/tetzaveh.html
3/4/21	**Gabriel Wax, Benjamin Abraham**	Ki Tisa (Exodus 30:11-13) https://mirowitztorahreading.weebly.com/ki-tisa.html

***Ivrit* - Hebrew**

What does it look like?

All K-5 Hebrew classes this year are by homeroom classes. Students in Hebrew class function in a Hebrew environment and work to develop their ability to communicate in three modes: interpretive, presentational and interpersonal. In class and on assignments they participate in activities that engage the language skills of reading, writing, speaking and listening. The materials used in class are vivid and attractive representations of Israeli culture, including videos, advertisements, articles, stories, skits, songs, and books. Some of those materials are produced specifically for Hebrew learners while more and more that we will use are designed for native Hebrew speakers. Students create projects and presentations while they progressively increase their vocabulary, communication and grammatical skills while also developing thinking, learning and life skills.

What are students learning?

In the upper elementary years, students continue to strengthen their abilities to connect in Hebrew both with classmates and with other Hebrew speakers and learners. Topics of study include the immediate surroundings and activities of students and continue to expand to include the broader community.

With each additional year of learning, students continue to develop skills and abilities to use the Hebrew language for more effective and higher-level communication, the demands of which increase exponentially. It is our goal that by the end of the year most students reach the "Novice-High" to "Intermediate-Low" levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels students begin to rely less on memorized words and phrases. They develop their abilities to understand longer and more detailed text and to create their own original expressions, which then increase in length, complexity, and quality. They are able to understand and use language in higher-level tasks, moving from simply listing towards describing, asking questions and handling a simple "real life" situation. They may begin to apply grammar rules more frequently.

Our Mission

Saul Mirowitz Jewish Community School provides the highest quality of secular and Jewish education, empowering students to become life-long learners and leaders, and to apply Jewish values to all aspects of life.

Our Vision

A vibrant, socially responsible and inspired Jewish community led by educated, capable, energetic, joyous, compassionate, ethical and inquisitive leaders.

Philosophy

The Judaic studies curriculum revolves around the rich intellectual, cultural and historical legacies of our Jewish heritage. Mirowitz students participate in respectful discussions, and understand that that there are many ways to make meaning of Torah lessons and stories. Ultimately, TaNaKH and Rabbinic texts become a guide for just and ethical living, and a means of understanding our role as a link in an ongoing chain of Jewish living. Graduates emerge with a profound knowledge of Judaism, a level of Jewish self-assurance, and a profound commitment to Israel and the Jewish people.

Our curriculum includes both Jewish studies and Jewish integration; promotes a love of Torah study for its own sake; and:

- engages students in experiential learning about Jewish life with emphasis on
    - TaNaKH (Torah, Prophets, Writings)
    - Avodah (liturgy)
    - G'milut Chasadim (acts of kindness)
    - Rabbinic texts
    - Israel
    - *Mitzvoth*
    - Holidays
    - Jewish observance
    - Hebrew language
    - Jewish history
- fosters a strong, positive connection to Israel and the centrality of Israel in Jewish life.
- promotes an understanding what unites us and have an appreciation for our diverse beliefs
- encourages children to question and build confidence in personal expression
- explores a personal God theology
- embraces a joyful expression of Jewish life

These foci are accomplished by digging into biblical and rabbinic texts, examining the story of our people, grappling with the dilemmas of our ancestors, dissecting them with a rabbinic lens, connecting them to our lives and applying its messages to guide our behavior. Relevancy and meaning inspire life-long learning and exploration.

T'fillah Philosophy

"Daily *t'fillah* can offer an opportunity to breathe, to take stock and to prepare as only humans can prepare for the challenges and opportunities of a new day."

Wachs, Saul, Towards a Theory of Practice: Conducting Services for and with Children and Teens in Jewish Day Schools. SSDS Association, New York, 2009.

We believe that the time our students spend in *t'fillot* is a crucial part of their school experience. Students are being trained to be both engaged in and knowledgeable about *t'fillot* from multiple viewpoints within the Jewish tradition. It is an opportunity to experience spiritual, transformational moments as they understand the origin and intent of each blessing and its message for personal growth and commitment to making our world a better place.

Our goal is for students to see *t'fillot* as an enriching part of the day which can lead to self-reflection and has the potential to inspire them to "live justly, love mercy and walk humbly before God."

Students will be able to:

- Lead a weekday service in their home synagogue,
- Navigate a *siddur* in any synagogue,
- Connect prayers and blessings with deep emotional experiences,
- Explore a personal relationship with God,
- Connect everyday experiences with Jewish expressions of thanks through blessings,
- Feel comfortable exploring and questioning the meaning and origin of prayers, and
- Be a participant in discussions about the meaning of personal and community prayer.

Homework Policy

Students will have homework each school night and you can help establish a routine that includes a time and place for homework. Homework is intended to provide additional, independent practice for concepts introduced each day in school. Students have nightly assignments to support their continued development of time management, organization, and personal responsibility.

With this in mind, students in fourth grade are expected to complete 40 minutes of homework each night, including reading, Hebrew and band. Students will receive **daily homework assignments and are responsible for returning the completed work the following day.** Band is assigned 1-2 nights a week. We will be checking to ensure that reading, Hebrew and band homework has also been completed. **Students are responsible for handing in their completed homework each morning between 8:20 a.m. and 8:30 a.m.**

Until your child is meeting homework expectations independently, please check that the student planner is up-to-date, that your child reads each night and that materials needed for school are

organized. It is not a parent's responsibility to check for accuracy and mark errors; however, **it is important that teachers are informed of homework struggles at home**. A note from you on the homework assignment explaining difficulties can go a long way in helping to individualize instruction for each student.

Projects

Throughout the year, we will plan special at-home projects in which your child will engage in an interactive learning experience that will connect to a study at school. These projects will be given in advance and include pacing guides to help students manage their time. **Below, you will find a list of some of the projects for the year.** We will send out project information as each one approaches.

Bottle Buddy, Bill Project, Adobe Spark Presentation

Odds and Ends:

Movement

Based upon research, movement is key for academic success in the classroom. We will be incorporating aerobic movement as active learning techniques during each lesson.

Snacks

Students are encouraged to bring a small, healthy, snack and water bottle each day. Although we will eat snack during Hebrew, students have permission to eat as needed. Suitable snacks include: nut-free granola bars, raisins, apples, veggies, nut-free trail mix, grapes, baked chips or crackers, etc. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value. **PLEASE REMEMBER, WE ARE A PEANUT AND TREE NUT FREE SCHOOL.**

Masks

Students are expected to wear masks throughout the entirety of the day, with the exception of lunch or snack. Please send your child to school with extra masks to keep with them in the case of a lost or dirty mask. Please practice healthy mask habits at home to ensure your child's comfort with this new practice at school.

Attendance

Please plan to have your child arrive at school by 8:20. **If they arrive at school before 8:20, it is important that they go directly to before care for recess and movement with friends.** Students will start their day by turning in homework and mentally preparing for the day ahead. Class work begins promptly at 8:30 with morning work. Arriving on time sets the pace for the day and allows for a successful transition from home to school.

Classroom Community

We will strive all year to make our community a welcoming community. Through team building games, partner activities, and class share time, we hope that the students will become good friends. The students will also feel supported and safe to express their academic, social, and emotional needs.

Ritual Wear

If you would like your child to wear a kippah either all day or at T'fillah, please let us know. This way, we can remind them to wear it or come up with a plan to help them remember. We do not have extra kippot in the classroom or in the office.

Medications

If your child needs to take medication, please be sure to check in with the office. **All medications need to be in the original container.**