

**GRAY ACADEMY OF JEWISH EDUCATION  
CURRICULUM OVERVIEW  
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# GRADE FOUR LANGUAGE ARTS

## INTRODUCTION

The provincial curriculum sets out five general outcomes for the grade four ELA Program. English is a part of all the other curricular subjects, and skills are therefore constantly reviewed and reinforced. For each outcome, students will listen, speak, read, write, view and represent.

## COURSE OUTLINE

### Explore thoughts, ideas, feelings and experiences

- journal writing
- reading responses
- predicting outcomes
- accessing prior knowledge to construct meaning in different contexts
- group discussions and work
- sketching
- explaining preferences for particular forms of texts

### Comprehend and respond personally and critically to oral, literary and media texts

- novel studies: may include but not restricted to: Tales of A Fourth Grade Nothing, Charlotte's Web, Sadako and The Thousand Paper Cranes and other teacher choices
- literature circles
- poetry
- silent reading
- oral reading
- home reading (reading logs)
- responses are elicited by the use of listening activities, reading responses, journal writing etc.

### Manage Ideas and Information

- jot notes (note taking in point form)
- draft writing (pre-writing)
- graphic organizers (these are used to help the student organize their information)
- comprehensive sentences and paragraphs
- agenda book
- research skills
- accurate note taking from board/charts

### Enhance the clarity and artistry of communication

- oral presentations
- edit and revise written work
- use descriptive language in writing
- write legibly
- attending to the proper usage of grammar, spelling, punctuation and capitalization
- attentive listening and viewing

## Gray Academy of Jewish Education Curriculum Overview

### **Celebrate and build community**

- cooperate with others
- work in groups
- use language to show respect
- relating text to culture
- appreciate diversity
- celebrate special occasions eg. milestones and holidays etc.
- field trips, speakers, assemblies

### **ASSESSMENTS**

Assessment is ongoing throughout the year and includes

- observations
- discussions
- paper and pencil tasks
- spelling tests
- comprehension and listening exercises

### **RESOURCES**

- the Provincial ELA Foundations document
- various publications to support the specific skills in the program
- library
- Internet

## **GRADE FOUR MATH**

### **INTRODUCTION**

Grade four mathematics encourages the development of creative and logical thinking, problem solving skills, data analysis skills and cooperative interaction.

### **COURSE OUTLINE**

The math curriculum is divided into four strands: Patterns and Relations, Statistics and Probability (data management), Numbers (concept and operations) and Shape and Space (geometry and measurement). The children are estimating and using mental math throughout the strands. Computational skills are stressed throughout the curriculum.

#### **PATTERNS AND RELATIONS**

- identify and explain mathematical patterns and relationships using objects, charts, Venn/Carroll diagrams and graphs
- make and justify predictions using numerical and non-numerical patterns

#### **STATISTICS AND PROBABILITY**

- collect and organize data into a bar graph, a pictograph, line plot etc.
- identify an outcome as possible, impossible, likely, most likely etc.

#### **NUMBERS**

- use skip counting to support understanding of multiplication and division
- estimate & count the number of objects in a set (0-1000)
- use ordinal numbers to 1000ths
- read and write numerals to 10 000 and number words to 1000
- represent numbers to 10 000 in a variety of ways; understand place value to 10 000; compare and order whole numbers to 10 000; round numbers to the nearest 1000
- demonstrate competency in addition and subtraction to 10 000
- use manipulatives/diagrams to add and subtract decimals (10ths and 100ths)
- recall multiplication and division facts to 81
- use manipulatives, diagrams, and symbols to demonstrate and describe the processes of multiplication and division in problem solving contexts
- (3 digit by 1 digit for multiplication, and 2 digit by 1 digit for division)
- solve a problem by choosing a strategy and using the inverse operation or estimation to verify the solution

#### **SHAPE AND SPACE**

- estimate, measure, record, compare, and order objects by length, height, perimeter, and circumference using an appropriate standard unit including mm
- describe the relationships among mm, dm, cm, m, and km
- select the most appropriate standard unit to measure the area of shapes (square units)
- estimate, measure, record, compare and order containers by capacity (ml and L)
- solve problems involving mass/weight using grams or kg
- read an analogue clock to the nearest minute

## Gray Academy of Jewish Education Curriculum Overview

- understand the concepts of decades, centuries and millenniums
- make purchases and change up to \$50.00
- identify and sort specific geometric shapes (quadrilaterals)
- visualize and describe angles in relationship to right angles

### **ASSESSMENT**

Assessment is ongoing throughout the year and may include

- unit tests
- recorded observations
- performance tasks
- assessment rubrics
- paper and pencil tasks
- self-assessments

### **RESOURCES**

- Addison-Wesley Quest 2000
- daily mathematics-problem solving & critical thinking skills
- various publications to support the specific skills in the program

## GRADE FOUR SOCIAL STUDIES

### INTRODUCTION

The grade four Social Studies curriculum is **Communities Around The World** and is designed to compare how people define and attempt to fulfill their needs and wants in different situations. The students examine location on the earth's surface & develop related mapping skills. They develop knowledge of the earth's major geographical & political/cultural features as well as examine the relationship between levels of development & the quality of life in communities.

### COURSE OUTLINE

The curriculum is divided into two units of study: **Locating People and Places Around The World** and **World Communities**

#### LOCATING PEOPLE AND PLACES AROUND THE WORLD

- introduction and development of mapping skills including
- direction – indicate an understanding of common directional terms, such as left, right, backward etc.
- name the cardinal & intermediate directions; indicate the cardinal directions in their community
- scale- indicate an understanding of the term “scale” in the context of models, drawings & maps
- explain why scale reductions are necessary & useful in mapping
- coordinates- demonstrate an understanding of the term “grid” through description & examples
- give examples of coordinates on a simple grid system
- attach the labels “lines of latitude” & “lines of longitude” to the corresponding lines of a map grid system
- geographic terms- indicate an understanding of some of the terms used to label the earth's important features such as: continent; island; peninsula; delta; ocean; bay; hemisphere; equator; country; province; capital; etc.
- legends- give examples of common map symbols & explain what they might represent
- recognize that a legend is a key for decoding or reading a map
- natural and political/cultural features- name & recognize the shape/location of each of the continents; major bodies of water; selected countries around the world

#### WORLD COMMUNITIES

- compare/contrast two communities to encourage an appreciation of the diverse ways in which people respond to the challenge of meeting their needs & wants
- compare/contrast some of the following characteristics: levels of development; perceptions of what is necessary for a good life; physical environment; urban versus rural life

## **ASSESSMENT**

Ongoing assessment may include

- unit tests
- written assignments
- project work
- self-assessments
- group discussions

## **RESOURCES**

- various publications including newspaper and magazine articles
- Internet
- library
- Provincial Social Studies Curriculum Document

## GRADE FOUR SCIENCE

### INTRODUCTION

The grade four Science curriculum is divided into four clusters:

**Habitats and Communities** The students will explore and compare ways in which plant & animal communities meet their needs in particular habitats. They study influences that can alter habitats & affect populations. They also look at how knowledge & technology help us learn more & care for both plant & animal populations.

**Light** The students explore the properties of light by investigating how light interacts with objects in the environment.

**Sound** The students will learn that sound can be observed, measured, & controlled in various ways. They will learn what causes sound, how sound travels, how the human ear detects sound, and how sound can be modified.

**Rocks, Minerals and Erosion** Students learn about the characteristics & properties of rocks & minerals. They become aware of how wind, water & ice continue to reshape the landscape through erosion.

### COURSE OUTLINE

#### HABITATS & COMMUNITIES

Throughout this cluster the students will

- recognize that each plant/animal depends on a specific habitat to meet its needs
- identify the components of an animal habitat
- identify physical & behavioural adaptations of animals & plants, & infer how these adaptations help them to survive in a specific habitat
- investigate how technological developments often mirror physical adaptations
- investigate & describe a variety of local & regional habitats & their associated populations of plants & animals
- construct food chains & food webs
- predict how the removal of a plant or animal population may affect the rest of the community
- investigate changes to habitats & identify resulting effects on plant & animal populations
- describe how they can help conserve plant & animal population & habitats

#### LIGHT

In this cluster the students will

- give examples of forms of energy & recognize that energy is an integral part of life
- demonstrate that white light can be separated into colours
- distinguish between objects that produce and reflect light
- identify natural & artificial light sources
- observe & describe properties of light
- classify materials as transparent, translucent or opaque
- predict the location, shape & size of a shadow based on the position of the light source relative to the object
- construct a device that transmits & reflects light
- describe practices that help ensure protection of eyes & sight

## Gray Academy of Jewish Education Curriculum Overview

### **SOUND**

In this cluster the students will:

- recognize that sound is a form of energy & describe its properties
- recognize that vibrations cause sounds
- create a musical instrument
- demonstrate how pitch & loudness can be modified
- describe how our ear is designed to detect sound vibrations
- describe practices that help ensure protection of the ears & hearing
- compare how vibrations travel differently through solids, liquids & gases
- explore the ability of materials to transmit or absorb sound

### **ROCKS, MINERALS & EROSION**

Here the students will

- differentiate between rocks & minerals
- determine the characteristics of rocks & the properties of minerals & classify accordingly
- examine products derived from rocks & minerals
- recognize there are 3 types of rock & describe how each is formed
- explain how fossils are formed
- describe ways in which rock contributes to soil formation
- describe the effects of wind, water & ice on the landscape

### **ASSESSMENTS**

Assessment is ongoing throughout the year and includes

- observations
- discussions
- paper and pencil tasks
- unit tests
- self-assessments
- checklists

### **RESOURCES**

- Grade 4 Science Document: [A Foundation For Implementation](#)
- [Hands On Science](#)
- library
- Internet
- fieldtrips

# GRADE FOUR HEBREW LANGUAGE ARTS

## INTRODUCTION

The student in grade four will continue to develop Hebrew language skills in comprehension, speaking, reading and writing.

## COURSE OUTLINE

### Speaking

The student will

- answer simple questions
- use common Hebrew expressions
- engage in simple conversation
- extend vocabulary

### Reading

The student will

- increase sight vocabulary
- enhance phonetic reading strategies
- read grade appropriate material with accuracy and fluency
- demonstrate comprehension through oral and written responses.

### Writing

The student will

- compose meaningful, grammatically correct sentences
- respond to written questions in full sentences

### Elements of Grammar

The student will

- use pronouns
- conjugate present tense verbs
- use dictionary skills
- use agreement in gender and number

## RESOURCES

- Yesodot Halashon, gimel
- Madregot, Level 4-5
- teacher created resources
- games and songs

## **ASSESSMENT**

- question and answer tests
- written assignments
- observation of oral performance during class discussions and activities
- participation and contribution in cooperative group activities

# **GRADE FOUR HOLIDAYS – LAWS AND CUSTOMS**

## **INTRODUCTION**

The “Dinim Uminhagim” (Laws and Customs) course is an academic and experiential program in which the student will:

- gain an enhanced understanding of the historical background, laws, customs, symbols and traditions of each holiday.
- learn the relevant Hebrew vocabulary, songs and blessings for each holiday
- participate in relevant experiences connected to each holiday

## **COURSE OUTLINE**

- Shabbat (Sabbath)
- Rosh Chodesh (New Month)
- Rosh Hashanah (New Year)
- Yom Kippur (Day of Atonement)
- Succot (Tabernacles)
- Simchat Torah (Rejoicing of the Law)
- Chanukah
- Tu B'Shvat (New Year of the Trees)
- Purim
- Pesach (Passover)
- Yom Hashoah (Holocaust Memorial Day)
- Yom Hazikaron (Israeli Remembrance Day)
- Yom Ha'Atzmaut (Israel's Independence Day)
- Lag Ba'Omer
- Shavuot

## **RESOURCES**

- teacher created materials

## **ASSESSMENT**

- written assignments
- tests

## **GRADE FOUR T'FILLAH**

### **INTRODUCTION**

The participation in regular prayer enables the student to:

- understand the meaning and spiritual purpose of Jewish prayer
- recite prayers and blessings with accuracy and confidence
- learn traditional and contemporary melodies which enhance the recitation of prayer
- be able to locate prayers in the Siddur (prayerbook)
- explore the concept of G-d

### **COURSE OUTLINE**

- Daily Shacharit (morning) service
- Rosh Chodesh service (New Month)
- Kabbalat Shabbat (welcoming the Sabbath)
- Blessings
- Specific Holiday Prayers
- Questions about G-d

### **ASSESSMENT**

- participation in prayer and discussion

## GRADE FOUR TORAH

### INTRODUCTION

The Torah Program is designed to foster the love of Torah as the foundation of our faith and value system. In addition, the student will:

- explore the narrative content of the assigned Bible stories
- internalize the moral and ethical teachings of the Torah and incorporate them into his/her daily life.
- be exposed to the original text of the Torah, where appropriate

### COURSE OUTLINE

The student will study the stories from the book of Bereishit (Genesis) that are found in the following parshiot. (Torah portions)

- Vayetze
- Vayishlach
- Vayeshev
- Miketz
- Vayigash
- Vayechi

### RESOURCES

- [The Linear Torah](#)
- bible stories rewritten in modern Hebrew, based on the text “Chaver LaTorah”
- teacher created materials

### ASSESSMENT

- oral responses in class discussion
- written unit tests
- written assignments
- participation in and contributions to group activities

## GRADE FIVE LANGUAGE ARTS

### INTRODUCTION

The provincial curriculum sets out five general outcomes for the grade five ELA Program. English is a part of all the other curricular subjects, and skills are therefore constantly reviewed and reinforced. For each outcome, students will listen, speak, read, write, view and represent.

### COURSE OUTLINE

#### Explore thoughts, ideas, feelings and experiences

- reading responses
- using personal experiences as a basis for exploring and expressing opinions
- group discussions and work
- seek others' viewpoints to build on personal responses and understanding
- making predictions
- book talks
- oral presentations

#### Comprehend and respond personally and critically to oral, literacy and media texts

- novel studies may include The Mystery of Cranberry Farm, The Egypt Game, The Sky is Falling, Owls and the Family, Where The Red Fern Grows, Eric Wilson novels, The Mysteries of Harris Burdick and other teacher choices.
- poetry
- oral reading
- literature circles
- bulk reading
- book reports

#### Manage ideas and information

- jot notes (words or simple phrases)
- draft writing
- graphic organizers
- research skills
- agenda book
- note taking either oral or copying from board/chart

#### Enhance the clarity and artistry of communication

- attending to conventions of spelling, grammar, and punctuation
- writing legibly
- word processing using available technology
- use descriptive language orally and in written work
- edit and revise work
- writing frames
- report frames

## Gray Academy of Jewish Education Curriculum Overview

### **Celebrate and build community**

- interviews
- visual representations
- field trips
- guest speakers
- working in groups
- writing letters
- celebrating special occasions
- assemblies

### **ASSESSMENT**

- tests
- work samples
- conferences
- observations
- comprehension and listening activities

### **RESOURCES**

- the Provincial ELA Foundations document
- library
- Internet
- resource book to support specific skills in the program

# GRADE FIVE MATH

## INTRODUCTION

The structure of the grade five Mathematics Program incorporates seven interrelated processes that permeate teaching, learning, and assessing. These processes are

- communication
- connections
- estimation and mental mathematics
- problem solving
- reasoning
- technology
- visualization

## COURSE OUTLINE

The mathematical concepts and skills are divided into four strands.

### Patterns and Relations

- examine patterns, construct and extend them
- develop charts, then predict and justify pattern extension

### Statistics and Probability

- describe events, using the vocabulary of probability
- conduct probability experiments and make observations
- predict outcomes

### Shape and Space

- solve problems involving perimeter, area, surface area, volume, and angle measurement
- estimate and measure the perimeter of irregular shapes
- recognize tessellations created with regular and irregular shapes in the environment
- identify planes of symmetry
- plot whole number ordered pairs

### Number

- demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals
- use estimation strategies for determining quantities up to 100 000
- read and write numerals and number words to 100 000
- compare and order whole numbers
- read and write numbers to hundredths
- round numbers to the nearest 10 000 and tenths
- recognize, model, and describe multiples, factors, composite, and primes
- represent and describe proper fractions and decimals to hundredths
- connect proper fractions to decimals
- apply arithmetic operations on whole numbers and decimals
- use and master basic facts, estimation, mental calculation, computation, and verification for whole number products (3 digit by 2 digit) and quotients (3 digit by 1 digit)
- develop a number sense for decimals and common fractions, explore integers, and show number sense

## **ASSESSMENT**

Assessment is on-going throughout the year and will include

- daily assignments (in class and for homework)
- topic/unit tests
- recorded observations
- performance tasks
- self - assessments

## **RESOURCES**

- Addison-Wesley Quest 2000 textbook
- Addison-Wesley Quest 2000 workbook
- various publications to support the specific skills

## **GRADE FIVE SOCIAL STUDIES**

### **INTRODUCTION**

The grade five curriculum examines the experience of living in Canada today: the way in which people live their lives, their beliefs, customs, relations with other, ways of working and playing. It focuses on their own relationships to their society and environment, and on the similarities and differences of life in other parts of Canada. Students gain a meaningful understanding of their own area, how it relates to other areas of Canada, and how it is governed.

### **COURSE OUTLINE**

#### **CANADA TODAY: A PHYSICAL AND POLITICAL OVERVIEW**

##### **Canada**

- geographical position in the world
- provinces and capitals
- main decision-making bodies in Canada (federal)
- climate
- vegetation
- population patterns
- political boundaries

##### **Study of Manitoba - Life Today**

- economy
- geographical features
- economic and recreational activities
- cultural and physical characteristics
- government (municipal, provincial)
- symbols
- similarities and differences to other provinces
- ethnicity
- aboriginals

##### **Study of British Columbia , Ontario, Quebec and Atlantic Canada**

- Students will choose one of the above provinces to do an in-depth study covering similar topics to the study of Manitoba.
- They will then be able to make comparisons between their province of study and life on the prairies in order to gain an understanding of the inter-dependence of the region

##### **The North**

- physical environment
- cultural heritage
- influence of modern technology
- resource development
- transportation
- communication
- political divisions
- links with other Canadians

Students will examine similarities and differences between life in the North and life in other regions of Canada.

## **ASSESSMENT**

- unit tests
- research projects
- group discussions
- self assessments

## **RESOURCES**

- newspaper/magazine articles
- library
- encyclopaedia
- Internet
- Provincial Social Studies Curriculum Document
- [Wow Canada](#)

## GRADE FIVE SCIENCE

### INTRODUCTION

The grade five Science Program will cover the following clusters:

- Maintaining a Healthy Body
- Weather
- Properties of and Changes in Substances

The students will dissect owl pellets and participate in Science Fair. Each topic is integrated with our Language Arts and Math Programs.

### COURSE OUTLINE

#### Maintaining a Healthy Body

- interpret nutritional information
- identify major components of the digestive system, respiratory and circulatory system
- identify skin as the major component of the skeletal muscular, and nervous system
- identify and describe factors necessary to maintain a healthy body

#### Weather

- describe how weather conditions may affect the activities of humans and other animals
- describe properties of air
- observe and measure local weather conditions over a period of times
- identify and describe components of public weather reports from a variety of sources
- provide examples of severe weather forecasts
- investigate various ways of predicting the weather and evaluate their usefulness
- explain how clouds form
- differentiate between weather and climate
- recognize that climates around the world are ever changing, and identify possible explanations

#### Properties of and Changes in Substances

- gain an understanding of characteristic, property, substance, matter, volume, state, solid, liquid, gas, reversible and non reversible changes, physical change, chemical change, chemical product, raw material
- recognize that matter is anything that has mass/weight and takes up space
- identify properties, solids, liquids and gas
- demonstrate changes through addition or removal of heat
- classify physical and chemical changes

Students will integrate their Language Arts novel study, Owls in the Family with Science by dissecting owl pellets.

## **ASSESSMENT**

Assessment is ongoing throughout the year and includes

- observation
- work samples
- tests
- self assessments

## **RESOURCES**

- Grade five Science Document: [A Foundation for Implementation](#)
- [Hands on Science](#)
- library
- Internet
- fieldtrips

# GRADE FIVE HEBREW LANGUAGE ARTS

## INTRODUCTION

The Hebrew Language Arts Program incorporates grammar, oral and reading fluency, reading comprehension, literature and shira (songs). The *Tal Sela* programs focus on poetry, short stories, songs, art and drama.

## COURSE OUTLINE

### Tal Sela:

- “Ze Lo Ani” (This is not me!)
- “Yerushalayim Shelanu” (Our Jerusalem)

### Grammar:

- reinforcing present tense verbs
- introducing past tense conjugations
- feminine and masculine numbers
- feminine and masculine adjectives
- possessive pronouns
- irregular plural nouns
- enhance phonetic reading strategies

## ASSESSMENT

On going assessment will be based on the following:

- participation
- oral language skills
- reading fluency
- written assignments
- reading comprehension
- unit tests

## RESOURCES

- Yisodot Halashon Volume 4
- Tal Sela workbooks
  - Ze Lo Ani
  - Yerushalayim Shelanu

## GRADE FIVE JUDAIC STUDIES

### INTRODUCTION

The focus of the grade five Judaic Studies Program includes:

- Israel Studies
- In Depth Study of the Jewish Holidays.

The course is taught in both English and Hebrew, depending on the difficulty of the language of the material studied.

The following mediums will be incorporated in these studies for diversity and meaningfulness: - research, individual, pair and group projects, music, art, drama, movies, story-telling, and in-depth discussions of Jewish values and traditions.

### COURSE OUTLINE

#### Israel Studies

- Geography of Israel:
  - introduction to map of Israel, borders and bordering countries
  - physical regions
  - bodies of water and “water problems” in Israel
  - cities / ports
  - Massada
- Introduction to Zionism and Modern Jewish History
  - 1899-1948
    - Zionism, causes of different
    - Aliyot (immigrations)
    - establishment of the State of Israel
  - 1948
    - today
    - brief overview of the wars
    - current events
- The Aliyot
  - the diverse immigration to Israel (countries of origin)
  - culture and traditions of different Aliyot
  - diary project
- Small research project and presentation of
  - Presidents/Prime-Ministers of Israel.

## GRADE FIVE JEWISH HOLIDAYS AND MEMORIALS

- In-depth study of Chagai Tishrei (Holidays in the month of Tishrei)
  - traditions and values
- Chanukah
  - traditions
  - the story of the revolt of the Maccabbies
  - theme of freedom.
- Tu B'Shvat
  - Study of the trees of Israel in comparison to trees in North America.
- Pesach
  - review of traditions and values
  - connected to Torah studies
  - theme of freedom.
- Hashoa – an introduction
- Yom Ha'Atzmaut
  - connected to Israel Studies
  - freedom theme
- Shavuot
  - review of traditions and values

### ASSESSMENT

Ongoing assessment will be based on the following:

- individual, pair and group work
- participation
- assignments
- tests and/or quizzes
- research and project work
- creativity

### RESOURCES

Copied materials from various sources including:

- JNF
- book of Chagim and Dinim
- library books
- Internet sources

## GRADE FIVE TORAH

### INTRODUCTION

The focus of the Torah Program in grade five is the Book of Exodus. The students will be studying from the original text with references to the various commentaries and Mishnah stories. The classes will be incorporating music, art and drama to make these lessons more individually meaningful.

### COURSE OUTLINE

- The Hebrew Slaves In Egypt
- The Birth And Childhood Of Moses
- Moses In Midian
- Moses And Aaron Face Pharaoh
- The Ten Plagues
- Moses And The Hebrews Escape Egypt
- Wandering In The Desert
- The Ten Commandments
- The Golden Calf And The Breaking Of The Tablets

### ASSESSMENT

Ongoing assessment includes

- participation
- written assignments
- chapter tests
- project work

### RESOURCES

- "Mikraot Gdolot Shmot" (the book of *Exodus*)
- "Choveret Avoda:Shmot" (workbook on the book of *Exodus*)
- Children's movies on the story of *Exodus*

## GRADE SIX LANGUAGE ARTS

### INTRODUCTION

The grade six English Language Arts Program is based on the Western Canadian Common Curriculum Framework as developed by the Department of Education. The course is designed to develop skills in the areas of reading, writing, speaking, viewing, representing, and listening. As well, the program utilizes various forms of cooperative learning strategies to give students the tools they require to become self-sufficient, independent, active learners and members of the larger classroom and school communities. Metacognitive skills and self-reflection are integral components of the program that enable students to acquire a better understanding of their own strengths as learners.

### COURSE OUTLINE

#### Explore thoughts, ideas, feelings and experiences:

- journal writing
- reading response log
- predicting outcomes
- accessing prior knowledge to construct meaning in different contexts
- group discussions and work
- genres-(explaining preferences for particular forms of text)
- literature studies
- sketching

#### Comprehend and respond personally and critically to oral, literary and media texts:

- novel studies may include but not restricted to:
  - Rebecca
  - The Breadwinner
  - Canary Yellow Star
  - Letters From Rivka
  - The Wave
  - Castle in the Attic
  - Holes
  - A Place Not Home
- literature circles
- poetry
- silent reading
- oral reading
- home reading
- responses are elicited through
  - listening activities
  - reading responses
  - journal writing
- point of view
- explore various genres
- create original text

## Gray Academy of Jewish Education Curriculum Overview

### **Manage ideas and information**

- jot notes
- draft writing
- graphic organizers
- access, organize, record and assess information
- research skills
- note taking from board, charts, videos, speakers

### **Enhance the clarity and artistry of communication**

- effective oral presentation-independent and group
- appraise own and others while using attentive listening and viewing skills
- edit and revise written work
- descriptive language in writing
- attending to the proper usage of grammar, spelling, punctuation and capitalization
- generate ideas and organize thoughts

### **Celebrate and build community**

- work in groups
- cooperative with others
- use language to show respect
- appreciate diversity
- evaluate group process
- celebrate special occasions, people and cultural events
- compare responses of self with others

## **ASSESSMENT**

Evaluation will be based upon various assessment tools which include:

- rubrics
- daily assignments
- observation
- journals and reflections
- reading logs, quizzes
- projects
- class participation
- a variety of student self assessments

## **RESOURCES**

- the Provincial ELA Foundations document
- various publications to support the specific skills in the program
- library
- Internet
- speaker from community
- videos
- theatre/drama
- music

## GRADE SIX MATH

### INTRODUCTION

Grade six Mathematics encourages the development of creative and logical thinking, problem solving skills, data analysis skills and cooperative interaction. The program is designed to support and promote the understanding that math is a way of learning about our world and an important part of our daily life

### COURSE OUTLINE

#### Patterns and Relations

- represent a pattern visually to clarify relationships and to verify predictions
- describe how a pattern grows
- summarize relationships using everyday language
- create expressions and rules to describe, complete, and extend patterns
- find approximate number values from a given graph
- look for and uses a pattern as a strategy for problem solving

#### Statistics and Probability (data management)

- formulate questions for possible investigations
- identify appropriate data sources
- select and defend choice of population to be used to answer question
- select and use appropriate methods for collecting data
- analyze sets of data to make comparisons
- display data in a variety of ways (pictographs, bar graphs, ordered list, line plot, histogram, stem and leaf plot, etc)
- read and interpret graphs and describe data
- use appropriate language to predict and determine probability
- demonstrate that different outcomes may occur when repeating the same experiment
- calculate theoretical probability using numbers between 0 and 1

#### Shape and Space (geometry and measurement)

- explain and apply concepts of length, area, capacity, volume, mass, money, temperature and time
- design and construct various rectangles (area and perimeter)
- develop, and use rules for the perimeter of polygons, area of rectangles, and the volume or right rectangular prisms
- estimate and determine surface area
- determine volume of an object
- use conversion among commonly used units of length, capacity/volume, and mass, to solve problems
- estimate and measure angles, using a protractor
- identify, compare and classify angles

#### Number (concepts and operations)

- use estimation strategies for determining quantities up to a million
- read and write numerals greater than a million, small as thousandths
- round numbers to nearest 100 000 and nearest unit, tenth and hundredth
- distinguish among and find multiples, factors, composites and primes 1-100

Gray Academy of Jewish Education  
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- recognize, identify and describe common multiples, factors
- demonstrate meaning of improper fractions, mixed numbers and decimals to thousandths
- compare and order fractions and decimals to the hundredths
- explain integers, identify practical application of integers
- demonstrate and explain meaning of ratio and percentage

## **ASSESSMENT**

- teacher observation
- collection of student's work
- class participation
- quizzes and unit tests

## **RESOURCES**

Problem-solving is integrated into all of the strands. Our textbook is Quest 2000 (Addison-Wesley) and there are supplementary worksheets which follow the textbook units.

# **GRADE SIX SOCIAL STUDIES**

## **INTRODUCTION**

The students will focus on people and events in Canada from the study of First Nations to the development of the province of Manitoba. They will explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations and the Canadian government. Students will learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual and democratic society. They will focus on Canadian questions regarding the environment, citizenship, identity and diversity. Students will also consider contemporary world events that have shaped our society. As they explore Canada's past and present, their awareness of democratic ideals will be enhanced as will their understanding of Canadian Citizenship.

## **COURSE OUTLINE**

### **FIRST NATIONS**

- to identify more than one theory about the origins of native people
- to identify major native cultural areas that developed in Canada
- to learn about life in native communities of very early times
- to gather and interpret data from pictures, stories, charts and maps
- to begin recording information on a chart and on a timeline
- to gain some appreciation of the skills and knowledge of native peoples
- to learn that storytelling can be history too

### **EXPLORERS**

- to help students understand when and why Europeans began to come to North America
- to help students understand why parts of North America later became French and/or English
- to help students learn more about native people of the Eastern Seaboard and the Eastern Woodlands
- to help students consider the problems that people sometimes have when they meet without knowing each other
- to learn about the ways in which native people and Europeans depended upon each other

### **FUR TRADE/RED RIVER SETTLEMENT**

- to help students understand who the Métis were and how they lived
- to make students aware of who the Selkirk Settlers were, where they were from and why they came to Manitoba
- to create with the students a picture of what life was like in the early Red River Settlement
- to explore the ways in which the arrival of the Settlers changed life in the area

## **ASSESSMENT**

Because the social studies and language arts programs are integrated, similar methods of evaluation will be employed. Some of these assessment tools include: daily assignments, journals, reading logs, quizzes, and projects, writing process pieces, participation in discussions, organizational skill, reflections, and various student assessments.

## **RESEARCH**

- Canada: Growth of a Nation Reading of non-fiction texts: Students will learn inference skills, summarizing skills, compare and contrast skills
- Students will learn to locate and assess a variety of research sources such as books and the Internet in order to collect and report both in writing and orally

## **RESOURCES**

The main classroom texts are:

- Ordinary People in Canada's Past
- Canada: Growth of a Nation
- videos
- speakers
- fieldtrips

## **GRADE SIX SCIENCE**

### **INTRODUCTION**

Science is a fundamental way of exploring, inquiring and understanding our world. The grade six science course will help students understand basic principles or laws that can be used to explain and predict occurrences and events. Through the study of science, students learn to understand the nature of the world and its inhabitants.

Our themes allow the students to gain a better understanding of the world around them. The topics are interrelated, so that continuity is established throughout the year.

The basic science skills are:

- observing
- comparing
- classifying
- sequencing
- communicating
- measuring
- inferring
- hypothesizing
- predicting
- interpreting

These skills form the building blocks of Scientific Inquiry. However, they are also integrated into other subject areas. Students will come to realize the connections that exist between science and math, science and language, science and art.

### **COURSE OUTLINE**

The grade six Science curriculum is divided into three clusters.

#### **Diversity of Life**

- students will develop an appreciation of the diversity of living things
- study a variety of classification systems
- recognize the advantages and disadvantages of classification systems in organizing information
- focus on animal kingdom to investigate where animals fit in the classification of living things
- compare and contrast adaptations of closely related vertebrates
- learn about the contributions of individual scientists who have increased our understanding of the diversity of living things

#### **Flight**

- study of the properties of fluids to help students understand how flight can be achieved
- test models and explore how the forces of thrust, drag, lift and gravity act
- compare different means of propulsion and the use of unbalanced forces to steer
- construct a prototype that flies and meets specific criteria
- examine the history of the development of air travel and identify its impact on the way people work and live

## Space

- develop an understanding of the Earth in space, the solar system and the role of space research programs in increasing scientific knowledge
- study positive and negative impacts arising from space programs
- learn about contributions of Canadians to these programs
- develop an appreciation for the nature of science by examining the changing conceptions of the Earth's position in space
- differentiating between astronomy and astrology
- investigate the causes of phenomena such as the cycle of day and night, yearly cycle of the seasons, moon phases, eclipses
- explain the apparent movements of celestial bodies in the night sky
- differentiate between mass and weight

## ASSESSMENT

Students will have one main project connected to each of the main topics covered in science class.

Assessment strategies include

- assignments
- participation during activities and discussion
- research
- Science Fair Project
- formal tests
- rubrics
- reflections

## RESOURCES

- textbook-Pan Canadian Science Place (Scholastic)
- library
- Internet
- fieldtrips
- speakers

# GRADE SIX HEBREW LANGUAGE ARTS

## INTRODUCTION

The students in grade six will continue to develop Hebrew language skills in comprehension, speaking, reading, writing, viewing and representing.

## COURSE OUTLINE

### Speaking

- use common Hebrew expressions
- engage in simple dialogues
- extend vocabulary
- answer questions in complete sentences

### Reading

- increase sight vocabulary
- enhance phonetic reading strategies
- read grade appropriate material with accuracy and fluency
- demonstrate comprehension through oral and written responses

### Writing

- compose meaningful, grammatically correct sentences
- respond to written questions in complete sentences
- compose dialogues and letters
- develop skills in narrative, persuasive and expository writing styles in Hebrew

### Language Mechanics

- review the present and past tense verb forms
- learn the future verb form
- review and master the infinitive verb form
- learn prepositions (declination)
- be introduced to possession
- continue to develop dictionary skills

### Viewing

- develop an understanding of visual media and visual language through analyzing films and videos that connect to our curriculum.

### Representing

- develop the necessary skills to create effective representation of information through graphic organizers, posters, collages, drama, dance, music and art

## **ASSESSMENT**

Ongoing assessment will be based on the following

- unit tests
- written assignments and projects
- observation of oral performance during class discussions and activities
- participation and cooperation in cooperative group activities
- self assessment
- rubrics

Note: In both Hebrew Language Arts and Tanach, the students' instruction is differentiated according to the child's level of independence in Hebrew language learning. Materials and assessments are designed to meet each child's individual learning needs and allow each student to attain success and confidence.

## **RESOURCES**

- Yesadot Halashon 4 and 5
- Shlav Bet
- Madregot 7-9
- Teacher created resources
- Tel Sela

## GRADE SIX HISTORY

### INTRODUCTION

Students will:

- become aware of their family history and “Roots”
- create a “Roots” project that researches their ancestry

### COURSE OUTLINE

Jewish Immigration to Western Canada

- Reasons For Immigrating
- Development Of The Jewish Community In Winnipeg
- Development Of Rural Communities In Western Canada
- Effects Of The Depression And World War 2 On The Jewish Community Of Winnipeg
- History Of The Jewish School System

### RESOURCES

- [A Century of Jewish Settlement in Western Canada](#) Beth Hatefutsoth
- [Jewish Life in Canada](#) William Kurelek and Abraham Arnold

## **GRADE SIX MANHIGUT-LEADERSHIP**

### **INTRODUCTION**

A new initiative has been developed to teach the grade six students about responsibility and obligation “Every Jew is responsible for one another”. The theme for the year is “**KOCHO SHEL YACHEED**” or “**THE POWER OF ONE**”.

### **COURSE OUTLINE**

The students will:

- begin to explore their personal leadership styles and strength
- engage in a leadership-training program to strengthen specific communication and leadership skills
- hear personal stories of leadership from leaders in the Jewish as well as the broader community and the impact that they have had on the world
- engage in workshops that explore the strengths of Jewish leaders throughout history
- take on an active leadership role in the school as role models for younger students by leading holiday celebrations
- take an active leadership role in both the Jewish community and Winnipeg Community by outreach Chesed Projects

### **RESOURCES**

- Teacher created materials

### **ASSESSMENT**

Ongoing assessment will be based on the following:

- observing behaviour
- watching for maturing development

# GRADE SIX JEWISH HOLIDAYS AND MEMORIALS

## INTRODUCTION

The Holiday Course is an academic and experiential program in which the student will

- gain an enhanced understanding of the historical background, laws, customs, symbols and traditions of each holiday in the Jewish year
- using relevant Hebrew vocabulary, blessings, and songs for each holiday
- participate in experiences connected to each holiday
- take on a leadership role in the school to promote school spirit and celebration

## COURSE OUTLINE

- Rosh Chodesh (New Month)
- Rosh Hashanah (New Year)
- Study of the Machazor ( Prayer Book)
  - Its history and unique prayers
- Yom Kippur
  - Study of the Prayer Kol Nidre
- Succot
  - Study of Laws and customs
- Hoshana Rabah, Shmini Atzeret and Simchat Torah
  - Study of laws and customs
- Chanukah
  - Historical timeline of the Maccabbean Revolt
- Tu B'Shvat
  - Seder Tu B'Shvat
- Purim
  - Study of Megillat Esther
- Pesach
  - Leadership of School Model Seder
- Yom Hashoah (Holocaust Memorial Day)
  - Leadership of School Assembly
  - History
  - Children of the Holocaust
  - Warsaw Ghetto
  - Survivors –Their Stories
- Participation in the community commemorative service at the Legislative Building
- Yom Hazikaron (Israeli Remembrance Day)
  - Study of the Wars that Israel has fought
- Yom Ha'Atzmaut (Israeli Independence Day)
- Shavuot
  - Study of Sloshtet Haragla'im (the three pilgrimage days)

## RESOURCES

Teacher created materials

## **GRADE SIX ISRAEL STUDIES**

### **INTRODUCTION**

Students will

- strengthen their bond with the land and people of Israel
- make Zionism a part of their Jewish identity
- connect the history of the state of Israel to present day Israel
- become acquainted with the lives and contributions of those who were the builders and dreamers of Israel

### **COURSE OUTLINE**

- geography of Israel
- historical timeline of modern Israel
- builders and dreamers of Israel
- study of modern Israeli society

### **RESOURCES**

Teacher created materials

# **GRADE SIX CHADASHOT- NEWS- CURRENT EVENTS**

## **INTRODUCTION**

Students will begin to understand Jewish current events and how they impact the lives of the Jewish people.

## **COURSE OUTLINE**

- study of current news from Israel
- study of current news from the Winnipeg Jewish community
- study of current news from world Jewry with the focus on the Argentinean community

## **RESOURCES**

- *The Winnipeg Jewish Post*
- Various online children's newsrooms
- *The Winnipeg Free Press*

## **GRADES FOUR TO SIX MUSIC**

### **INTRODUCTION**

This course will teach students about music and develop performing skills through the use of a variety of instrumental activities, singing, chanting, movement and Israeli dance. Music is also used to augment the Judaic program. As well as making music, students will listen to a broad range of music in the classroom.

### **COURSE OUTLINE**

#### **INSTRUMENTAL ACTIVITIES**

Students will learn hand drum technique and use various percussion instruments to explore different rhythms such as Latin, reggae, jazz and rock. As well, classroom instruments provide differing sound colours and are used as sound effects to enhance storytelling and poetry reading.

#### **SINGING/CHANTING**

Students will have opportunities to sing at various assemblies and celebrations in and out of school. Students are always working on pitch matching, part singing, reading musical scores and articulation.

#### **MOVEMENT/ISRAELI DANCE**

Since the approach is experiential and holistic, we often walk, clap, dance and play rhythms using our bodies as percussion instruments.

#### **JUDAIC PROGRAM**

We listen to and sing Israeli as well as festival and holiday songs.

### **ASSESSMENT**

Assessment and evaluation is ongoing. Students are evaluated through each activity in terms of their ability to participate effectively, demonstrate a positive attitude and continue to improve in each area. Self-evaluation and teacher observation will both be considered.

## GRADES FOUR TO GRADE SIX ART

### INTRODUCTION

The three components of the art program are:

- Visual Awareness – learning how to see
- Art Appreciation – looking at other artists' work
- Art Production – making your own art

### COURSE OUTLINE

The program is presented through themes and is integrated with the other subjects including Judaic topics, Torah, Jewish holidays and the study of Israel.

Students will develop:

- Skills in manipulating art media
  - Painting: tempera, acrylic, watercolours, ink, watercolour pencils and crayons
  - Drawing: pencil, pen, charcoal, conté, ink and oil pastels
  - Sculpture: clay, paper mâché and 3 dimensional construction
  - Printmaking: monoprints, lino prints
  - Fabric and fibre: weaving, fabric and yarn
- The potential to reproduce and respond to art
- An improved self-concept through self awareness
- An understanding of the components of visual communication
- Knowledge of art forms in our own and other cultures
- Technical knowledge about artists' materials and techniques
- An awareness of individual and group similarities and differences

### ASSESSMENT

The emphasis is on the process rather than the final product. Students will be evaluated on participation, exploration of medium and creativity.

### RESOURCES

- Videos
- Reproductions
- Slides
- Reference books
- Art Gallery
- Guest artists

# GRADES FOUR TO SIX PHYSICAL EDUCATION

## INTRODUCTION

The goal of the Physical Education Program is to develop:

- the physical well being of students
- basic motor skills
- their ability to use their own creative activities
- cooperation, sportsmanship and safety
- an independence to pursue physical activity outside of school and throughout life

Most skills and activities are continually repeated throughout the year and throughout the grades. However, the complexity and level of difficulty increases as the grades get higher. Many of the skills listed may also be combined in different activities.

## BASIC MOTOR SKILLS

- catching
- throwing
- kicking
- skipping
- dribbling (hand & foot)
- soccer skills
- volleyball skills
- basketball skills
- scoopball skills
- juggling skills

## GAMES

- tag games
- relay games
- individual, pair, small group, large group games,
- catching & throwing
- kicking
- parachute games
- complex games
- scoopball
- lead-up games to soccer, volleyball, basketball and badminton

## SMALL EQUIPMENT

- balls
- bean bags
- hoops
- ropes
- scooterboards
- racquets
- scoops

## LARGE EQUIPMENT

- mats
- trestles
- balance beams
- port-a-pits
- parachute
- climbing frame
- hoppers

## ASSESSMENT

Students will be graded throughout the year. Assessment will be based on their:

- skill development
- participation
- fair play and attitude

## GRADE FOUR FRENCH

### INTRODUCTION

- The basic French Program encourages French learning as a means of communication and as an integral part of the child's education. It does not propose to make children bilingual but does give a base from which to continue the study of French.
- Four components are necessary for the development of communication skills: experience, culture, language and general language learning. The curriculum favours a communicative/experiential approach developed through various learning situations related to life experience and the interests of children.
- The goal of the program is to help children develop the structures and the confidence to be able to communicate their ideas about their experiences in certain areas.

### COURSE OUTLINE

Some ongoing objectives of the program are:

- Understanding structures and communicating within their experience.
- Listening carefully to understand instructions and conversations within their experience.
- Reading with comprehension within their experience.
- Writing short messages, simple books, poems and signs.

The text, *Acti-Vie 1*, is based on a multidimensional curriculum that encourages students to learn a second language by living real experiences in that language. *Acti-Vie 1* introduces language in context and teaches the students to reflect on its use. The program also teaches children to become aware of various strategies that can increase their ability to communicate in a second language.

The topics covered include:

#### **Découvrons notre école!**

This unit teaches basic greetings, to identify objects and locations in the school and classroom, to participate in a song about the classroom, asking permission questions and watching a video of a student's first day at school.

#### **Bonne fête à tous!**

Students will identify student birthdays, become aware of the birth dates of some famous Canadians, listen to a radio game show, read and write birthday invitations, play party games and make birthday cards.

#### **Logos-animaux**

Students will identify animals and some of their characteristics, discover how animal symbols can represent personal attributes, read a story about animals and then create their own story adaptation, choose an animal mascot that represents them and create a cheer to promote group team spirit.

### **Et maintenant...la météo**

Students will listen to and complete weather reports, identify activities for different seasons and recognize weather warnings.

### **Bonne collation, bonne nutrition!**

Students will identify their favourite snacks, consider nutrition and other criteria for choosing a snack, discover how a simple recipe is set up and adapt a recipe to their liking.

### **Les aventures d'A-V.**

Students will identify famous fictional characters from books, television and film, look at male and female fictional characters, gain an awareness of how certain characteristics can add interest to a fictional character and create a fictional character.

## **ASSESSMENT**

Each unit is built around an experiential goal that relates to the students' lives. Assessment will be based on oral production, comprehension and reading and writing skills in the various topics. During group work, students are expected to develop good social habits and responsible behaviour. Formative evaluations are carried out on an on-going basis and are used to evaluate student progress during the course of instruction.

## **RESOURCES**

Each unit consists of a teacher resource book, student book, workbook, language boards, strategy boards, cassettes/CDs and videos. Posters, games, books and magazines are also used.

## GRADE FIVE FRENCH

### INTRODUCTION

#### LONG TERM GOAL

- to encourage the learning of French as means of communication as part of our Canadian identity.

#### SHORT TERM GOAL

- to expose the child to the French culture and language via subjects—*champs d'expérience*—of interest
- to help him/her develop the confidence needed to speak to others about these subjects.

#### OBJECTIVES ...

- to broaden the student's life experience and learning within certain activities within his/her experience
- to communicate orally in French about certain themes
- to communicate in writing simple ideas about certain themes
- to become aware of Francophone culture
- to understand and use orally and in writing the structures and vocabulary related to certain themes
- to be able to choose strategies for learning and communication and use them effectively

#### TEACHING METHODOLOGIES

- large/small group instruction
- conversation (pupil/pupil & teacher/pupil)
- cooperative groups
- games
- puzzles
- some videos
- work sheets

### COURSE OUTLINE

- The unit "*Voici ma collection*" will develop the concept of leisure activity of collecting. The final task will consist of the student showing and describing his/her collection.
- The unit "*Une maison pas comme une autre*" will focus in on the concept of the home. The final task will be to carry out oral instructions in preparing a house for an extraterrestrial and then analyzing the accuracy of the execution of the instructions.
- The unit "*Au café*" will develop knowledge of foods and how to order a simple meal at a café. The final task is a restaurant skit.
- The unit "*Tous des champions*" will develop a vocabulary for sports, sites and equipment used. The final task will be to play a *jeux olympiques* game.

The following *champs d'expérience* will be covered in grade five within the units

- me and those around me
- leisure and activities
- environment
- nourriture
- sports and exercise

## ASSESSMENT

### INFORMAL

- On-going assessment of daily activities (individual, group settings) – both oral and written

### FORMAL

- grammar and vocabulary quizzes
- evaluations (listening, speaking, reading, and writing)

### PARTICIPATION

- ability to learn in a cooperative environment
- preparedness for class (equipment, homework, etc.)

## RESOURCES

- *Acti-vie 2*,
- *Bienvenue 2* as supplemental material,
- the reading series *Le français chez nous*,
- authentic documents/material presented throughout the year. The unit “*Vive l’amitié*” will develop a knowledge of self, friends and community. The final task will be to prepare a description of a classmate on six panels corresponding to the six faces of a cube and to present this description to the class.

## GRADE SIX FRENCH

### INTRODUCTION

#### LONG TERM GOAL

- to encourage the learning of French as means of communication as part of our Canadian identity.

#### SHORT TERM GOAL

- to expose the child to the French culture and language via subjects—*champs d'expérience*—of interest
- to help him/her develop the confidence needed to speak to others about these subjects.

#### OBJECTIVES ...

- to broaden the student's life experience and learning within certain activities within his/her experience,
- to communicate orally in French about certain themes,
- to communicate in writing simple ideas about certain themes,
- to become aware of Francophone culture,
- to understand and use orally and in writing the structures and vocabulary related to certain themes,
- to be able to choose strategies for learning and communication and use them effectively.

#### TEACHING METHODOLOGIES

- large/small group instruction
- conversation (pupil/pupil & teacher/pupil)
- cooperative groups
- games
- puzzles
- some videos
- work sheets

#### COURSE OUTLINE

- The unit "*Bienvenue chez nous*" will develop a knowledge of self, friends and community. The final task will be to create a poster highlighting different aspects of our community or city.
- The unit "*Soyons branchés*" will develop knowledge about TV viewing. The final task is a survey on TV viewing habits in the class or family.
- The unit "*Explorons l'univers*" exposes the students to various regions of Canada and to Quebec in particular.
- The unit "*Voyageons dans le temps*" will include the putting together of a time capsule with headlines, fashions, current pastimes and activities and descriptions of each student.
- The unit "*Le mystère du trophée du basket-ball*" is the final unit where the students solve the mystery of the stolen trophy through clues, interviews with witnesses and other means

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The following champs d'expérience will be covered in grade six within the units

- me and those around me
- the media
- Canadian identity
- leisure activities

The verbs *aller, être, faire, aller*, first group verbs (-er verbs) and question techniques are emphasized in grade six.

### **ASSESSMENT**

#### INFORMAL

- On-going assessment of daily activities (individual, group settings) – both oral and written

#### FORMAL

- grammar and vocabulary quizzes
- evaluations (listening, speaking, reading, and writing)

#### PARTICIPATION

- ability to learn in a cooperative environment
- preparedness for class (equipment, homework, etc.)

### **RESOURCES**

- *Acti-vie 2*
- *Bienvenue 2* as supplemental material
- the reading series *Le français chez nous*
- authentic documents/material presented throughout the year

# GRADE FOUR COMPUTER AWARENESS

## INTRODUCTION

Society has reached the “Information Age”, therefore, to maintain a balanced education and to ensure that students will be able to take an active and production role in today’s society, computer literacy must be acquired. This course provides “hands-on” experiences for students, and offers a forum for the discovery of the capabilities of computers. The interaction with computer technology will result in an enrichment in students’ futures with technology.

## COURSE OUTLINE

### Word processing using *Word*

- Language usage
- Formatting
- Proofreading and editing

Students will

- prepare simple documents, including title and body.
- practice spelling
- sentence structure
- grammar, and other skills acquired in language arts.
- proofread their work and that of others, and make necessary corrections.

### Desktop Publishing using *Publisher*

Through the preparation of calendars for Chanukah, students will learn the skills required to

- create boxes
- cut and paste
- insert pictures and clipart
- create watermarks
- use *Wordart* effectively
- practice precision
- be able to move, turn, rotate, and resize the boxes using creativity.

### Searching the Web effectively

Students will learn

- how to search the WWW effectively in order to research material.
- to find sites for dictionaries, encyclopaedia, etc. in order to enhance projects.

## ASSESSMENT

Completion of assignments and participation in class is required.

## RESOURCES

In conjunction with General and Judaic teachers, students will prepare and complete assignments and projects relevant to the curriculum studies.

# GRADE FIVE COMPUTER AWARENESS

## INTRODUCTION

Beginning as early as conventional writing begins for each student, the opportunity to utilize technology to publish and create documents should be available. Writing is not confined to a single academic discipline, and the opportunity to apply technology must extend across the curriculum.

Therefore in order to maintain a balanced education and to ensure that students will be able to take an active and production role in today's society, computer literacy must be acquired.

## COURSE OUTLINE

### Document creation using *Word*

- Language usage
- Formatting (e.g. centre, bullets, borders, boxes, etc.)
- Proofreading and editing (spell check, grammar check, etc.)
- Title Page
- Bibliography

### Desktop Publishing using *Publisher* preparing their personal letterhead

### Presentations using *Power Point* preparing their "Manitoba" project

- Insertion of slides
- Transition of slides
- Insertion of text, pictures, sound, special effects
- Applying techniques, backgrounds, animation
- Presentation techniques

## ASSESSMENT

Completion of assignments and participation in class is required.

## RESOURCES

In conjunction with General and Judaic teachers, students will prepare and complete assignments and projects relevant to the curriculum studies.

# GRADE SIX COMPUTER AWARENESS

## INTRODUCTION

Technological skills are best acquired when instruction, practice, and application are integrated with activities and information in a variety of subject areas, using school curriculum and content. The opportunity for students to apply the technological skills that they are developing from their classroom learning is a powerful motivator in support of their creative skills on the computer. This course provides an evolutionary sequence which parallels the evolution of student writing and thinking. The sequence will provide benchmark targets for students at various levels within the grade.

## COURSE OUTLINE

### Skills in word processing using *Word* including

- key processes
- subskills (e.g. macros and shortcuts)
- document management
- characters (e.g. fonts, size, accents, bullets)
- styles (e.g. bold, underline, italics)
- paragraph format
- page set up and printing

### Desktop Publishing using *Publisher* creating calendars and advertising brochures including

- columns
- boxes (text, picture, wordart)
- document planning, organization and creation

### Telecommunication Skills using

- e-mail
- newsgroups
- world wide web
- netiquette
- sending and receiving files
- search engines

### Presentations using *Power Point* through the creation of a travel brochure

## ASSESSMENT

Completion of assignments and participation in class is required.

## RESOURCES

In conjunction with General and Judaic teachers, students will prepare and complete assignments and projects relevant to the curriculum studies.

# ELEMENTARY GUIDANCE PROGRAM

## INTRODUCTION

The goal of the guidance program is to help teachers, students, and administration. There are several roles I play as a guidance counsellor.

- to work as a team with the other support staff in the school.
- to provide resources for teacher, special education teacher, administration, teachers and parents.
- to provide individual counselling to students.
- to act as a liaison with child and family services, outside agencies and the school psychologist.
- to provide programs in the classrooms on bullying, social skills, personal safety and family life education.
- to run small groups for students on different issues.

## COURSE OUTLINE

### THE BULLYING PROGRAM

This program is being run from September to December. It is targeted to the grades four, five and six students.

### BULLYING UNIT

Objectives: Students will develop an understanding the basics of bullying and learn strategies to avoid victimization and learn to empower themselves.

- **Unit 1** Basics of Bullying. What is a bully? What is a Victim? What is a bystander?
- **Unit 2 Teasing** and Sexual Harassment.
- **Unit 3** Strategies to avoid Victimization, Develop the “Ha, Ha, So” strategies.
- **Unit 4 Create** caring communities, Empathy and taking a stand.

## RESOURCES

[Bully Proofing your School Comprehensive approach in Middle Years](#) by Sally Stoker

### FAMILY LIFE EDUCATION

The family life program will begin in January and will be taught to grades five and six.

### ESL

An ESL group is being run once a cycle for a group of ESL students who are new to Canada. The purpose of this group is to give the students a chance to speak about issues and practice their English skills. ESL games and cooperative games are played to practice English.

### Speakers

- Claude Labossiere is booked to speak to the grade six class on drugs and alcohol.

## **ASSESSMENT**

Files are kept of all the students that are seen. Any correspondence with the parents regarding their children is written down. Each student that comes for group sessions has a folder in which drawings and artwork that they create during the sessions are kept. Records or any correspondence with parents or teachers regarding students are also kept.

## **REFERRALS**

Referrals are received from:

- the student .
- the administration
- the resource teacher
- the special education teacher
- classroom teachers
- educational assistants
- parents