

**What a
Solomon Schechter
Fifth Grader
Should Know
and
Be Able To Do!**

Judaic Studies

General Studies

Specials Program

וְשִׁנַּנְתֶּם לְבָנֵיכֶם

“And you shall teach
your children...”



**SOLOMON SCHECHTER
DAY SCHOOL OF NASSAU COUNTY**

Barbara Lane, Jericho, New York 11753 • (516) 935-1441

Dr. Cindy Dolgin, Principal

Mrs. Sandi Swerdloff, Assistant Principal

A Message to the Reader

This brochure lists skills and abilities in Judaic Studies, General Studies, and the Specials program that students should acquire by the end of Fifth Grade to earn promotion to the Sixth Grade. It answers questions that everyone in the school community needs to ask, such as:

- What are students expected to know and be able to do?
- How are their achievements measured?

This document is the product of extensive work by our faculty and administration, taking into account guidelines published by the New York State Education Department, the Board of Education of the City of New York, and the unique needs of our school community. Besides detailing the curricular goals and objectives of this particular grade, this document is designed to be part of the overall K-12 curriculum of the Solomon Schechter Day School of Nassau County. Similar brochures can be obtained for other grades. If you have any questions or suggestions, please be sure to contact either Mr. Dickstein or Mrs. Hirsch at 516-935-1441. We value your feedback and input.

Mission Statement

The mission of the Solomon Schechter Day School of Nassau County is to provide a caring and nurturing environment within which Jewish students grow educationally, culturally, socially, and spiritually, and to promote the observance of mitzvot and traditions that are the foundations of the Jewish religion.

Statement of Purpose

The Solomon Schechter Day School of Nassau County is a co-educational private Jewish day school affiliated with the Conservative Movement. Through the efforts of a dedicated and qualified staff, the school offers rich and innovative curricula for students from Kindergarten to 12th Grade, in both general and Judaic studies, and strives to help students and their families lead meaningful lives, instilled with the values of American democracy, pluralism, and the love of Israel.

Judaic Studies

Conservative Judaism

We are a school proudly aligned with the Conservative Movement. We adopt the guiding principles of our Movement for our school's curriculum and program. As such we provide learning and experiences that encourage:

- Development of a personal relationship with God
- The centrality of Mitzvah and Torah Study
- Valuing and cherishing Jewish plurality and diversity, both within our school and the larger world around us
- Identity with Jews in Israel and the world

Mitzvah

As a Conservative Day School, we teach, experience, and celebrate mitzvah. All of the mitzvot are both taught and observed throughout our school program. Much of the Mitzvah curriculum is implicit in all phases of our school program. This applies both to mitzvot we traditionally call "ritual" (*mitzvot bein Adam l'Makom*) and those we sometimes refer to as "ethical" (*mitzvot bein Adam l'chavero*). For example, all children give tzedakah during their weekly Kabbalat Torah celebrations. So too, Kashrut is required for all food brought to the school. At the same time, we teach respect for teachers through an emphasis on proper behavior. Children observe the mitzvah of *kavod ha Brit* through recognition of the differences among our students and teachers.

While we recognize the wide range of observances among our families, the school remains committed to the observance of mitzvot for our children and families.

Through an intensive Science program at the Teva Learning Center, the children learn about our responsibility to care for the natural world around us.

The Fifth Grade studies and lives the mitzvah of *biddur pnei zaken*, the honor due to the elderly. The children make a collection of items and deliver them to residents in a local senior citizen home. They sing holiday songs and engage in conversation with the residents.

Finally, the Fifth Grade is involved with the Adopt-A-Family program. Each class "adopts" a needy family and attempts to meet their needs. The children study different aspects and ideas associated with tzedakah.

Among the mitzvot lived in Fifth Grade are:

- Lashon HaRa – Improper Speech and Slander
- Kavod HaBrit – Honor Due God's Creations – Recognizing and appreciating the differences and diversity of people in the world
- Tzedakah
- Shabbat – Candles, Kiddush, Challah, Tefillah
- Food – Kashrut, Brachot
- Tefilah

Tefilah

Tefilah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefilah teaches us the central categories of Jewish values and helps us communicate with God. Because the school sees Hebrew as the language of the Jewish people, tefilah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefilah both to help children learn the *matbayab tefilah* (the way the tefilot are recited in the synagogue services) and the ideas and aspirations the tefilah encompasses. Our Staff Development program is centering on tefilah.

Tefilah is a sequential curriculum. Each year builds on the tefilot learned in the previous school years. By the end of their learning in the Elementary School, the children are capable of leading almost all of the daily and Shabbat tefilot.

The Fifth Grade continues to use the tefilot learned in all previous grades. They also learn about the mitzvot of talit and tefilin. While taught as a responsibility for all Jewish men, the mitzvah is also made available for girls as well.

By the end of the Fifth Grade, the expectation is that our students will be familiar with the following tefilot:

Bracha for Wearing a Talit; Modeh Ani; Mab Tovv; Yigdal; Reysbet Chochmah; Bircbot haShachar; Baruch Sheamar; Asbrei; Haleluyah; Yishtabach; Barcho...Yotzer Or...Or Chadash; Shema v'ahavtah, v'hayab em shamoab, and v'yomer; Complete Weekday Amidah; Sim Shalom; Oseh Shalom; Torah Tzeva Lano Moshe; Bircbot haTorah; V'zot HaTorah; Aleino; Ayn Kelobeino; Adon Olam; Kiddush Shel Shabbat; Kabbalat Shabbat; Tefliah Mincha – Ashrei, Amidah, Aleino.

Shabbat and Holidays

Through the weekly and monthly life of the school, the children see Shabbat and the Jewish holidays as special moments for Jewish celebration. Connections are made between the mitzvot of the Torah, our Jewish life in school, and our lives as Jews at home and in the wider world. Since the holidays are annual celebrations, the classes review and include the learning from previous years.

Torah Study

The goal of Torah study is to fulfill the mitzvah of *Talmud Torah*. We study the Torah as the central unifying story of our people's understanding of the world and our relationship with God. By studying the Torah, we come to identify with our Jewish history and fulfill God's covenant with the Jewish people. Finally, we begin to appreciate God's commands and wishes for us as responsible and committed Jewish people.

Having completed the *Book of Bereshet*, the children begin the second Book of the Torah, *Sefer Sh'mot* (Exodus). The class begins with the start of slavery to Paroh and ends with the story of the Ten Plagues.

As was started in Third Grade and continued in Fourth Grade, the children use a Hebrew text for their Torah Study (*Shemot Shel*). Hebrew is the exclusive language of instruction.

Children in Fourth and Fifth Grade meet weekly with a local rabbi to explore the meaning of the weekly Torah reading. This learning introduces the children to rabbinic midrash and commentary. It also strengthens the connection between our school learning and the obligation of out-of-school observance.

By the end of the year, the children should be able to:

- Identify the different parts and use a Tanach
- Understand the beginning of the Jewish people's time in Egypt
- Explain the start of the Jewish slavery to Paroh
- Explain the birth of Moshe, his defense of Jews, his time in Midyan, the Burning Bush, and Moshe as a Messenger of God
- Explain the Exodus from Egypt
- Explain the First Pesach and Its Connection to Future Generations

The Fifth Grade also study the *Book of Shoftim*, the period of the first dwelling in the Land of Israel, prior to the kingship. *Sefer Shoftim* is the second book of the second section of the *Tanach, Nevi'im*.

Hebrew Language

By the end of the year, children should be able to:

- Apply rules of grammar appropriate to Fifth Grade in both speaking and writing.
- Read at least three books, understand main ideas of the story, analyze the main characters, and explain the moral of the story.
- Use grade-level Hebrew in creative writing exercises.
- Compare different stories on a common theme.
- Assimilate new vocabulary, approximately 400 words over the course of the year.
- Identify verb roots and use three verb tenses (present, past, and future).

The school offers a Geshher Hebrew language program for children who need more intensive support in their Hebrew language development. While the content of the program is the same as the other class, the Geshher program is modified to ensure children's success and love of Jewish learning. Children use all Hebrew texts; however, on occasion the class may, in limited circumstances, use English as the language of conversation and instruction.

Medinat Yisrael

All children in the school learn about the State of Israel. Focusing primarily on modern-day Israel, the children daily express our love of Medinat Yisrael by singing *Hatikvah* at the start of the school day. The children learn about the Flag of Israel.

Through our annual celebration of Yom haAtzmaut (Israel Independence Day), the children learn about different aspects of modern day life in Israel, ranging from Jerusalem to the Army, from the map of Israel to the joy of Israel's existence. So too, the children periodically learn about the political conflicts confronting present-day Israel. Finally, the children regularly engage in projects fostering their connection to the State of Israel and our responsibility to Israeli Jews. These projects range from letter writing to tzedakah projects.

Language Arts

Reading

By the end of the school year, students should:

- Read and understand:
 - At least 15 books.
 - At least four books about one subject, or by the same writer, or in one genre of literature.
 - Informational texts (such as reference materials, newspapers and magazines, and textbooks) related to all school subjects.
- Show evidence of understanding their reading in both writing and classroom discussion.
- Skim texts to get an overview of content or locate specific information.
- Put together ideas and information from different books, making decisions about what is most important.
- Read familiar books aloud:
 - With accuracy and expression.
 - Using strategies for self-correction.
 - Using strategies to figure out unfamiliar words.
- Read silently and independently.
- Use computer software to help organize reading lists.
- Keep a record of the year's reading to show goals and accomplishments.

Writing

Student writing should go through a process of planning, drafting, revising, and editing before it is considered a finished product. By the end of the school year, students are required to produce four types of writing:

- **Informational writing**, such as a Science or Social Studies report using at least three sources of information. This writing should be organized so that facts are set out in logical order and should use details and examples to support larger ideas.
 - **A response to literature**, such as an essay connecting a story and its characters to personal experience. This writing should express the student's thinking and should use examples from the story to support his or her ideas.
 - **A story, fictional or autobiographical**. This writing should establish interesting characters and situations through the use of details and descriptions.
 - **A narrative procedure** explaining how something is done. This writing should lay out clear steps that are easy to follow.
- All finished writing should have a beginning, a middle, and an end; should use basic punctuation; and should spell most words correctly.

Speaking, Listening, and Viewing

Students will participate in whole-class lessons, small-group meetings, and one-to-one conversations with a teacher, in order to:

- Collect information and identify important ideas.
- Ask questions to understand better, and repeat back in their own words what they have heard.
- Respond thoughtfully to questions, using details and examples.
- Express their own opinions and judgments.
- Take turns speaking, and respond to each other's questions and comments.
- Share data, facts, and ideas, and back them up with sources and explanations.

Students will prepare and deliver an individual presentation in which they:

- Present reports five to seven minutes long for teachers and other students in all subject areas.
- Organize what they will say using notes or other memory aids.
- Use different sources of information and summarize main points at the end so that the audience will respond in a certain way.

Grammar and Usage of the English Language

By the end of the school year, students should demonstrate correct use of:

- Grammar, including irregular verbs.
- Paragraph structure, including opening, middle, and closing sentences.
- Punctuation, including quotation marks, commas, and colons.
- Sentence construction, including correct subject/verb agreement and verb tense.
- Spelling strategies for Fifth Grade content-area vocabulary.

By the end of the school year, students should be able to revise work by:

- Making their writing easier to understand.
- Rearranging the sequence of words, sentences, and paragraphs.
- Adding or deleting details and explanations.
- Using dictionaries and reference books to assist in editing.

Literature

Using the literature read during the school year, students should be able to:

- Identify similarities and difference in theme from book to book.
- Think about how the author's word choices and decisions about content communicate meaning.
- Look at what makes one type of literature different from another.
- Describe and compare the personalities of difference characters, and why they act the way they do.
- Develop ideas (for example, draw conclusions, make predictions) about events, characters, and settings.
- Select books based on personal needs and interest.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Use addition, subtraction, multiplication, and division facts with speed and accuracy.
- Read and write numbers to one billion.
- Investigate powers of 10 to develop an understanding of exponents.
- Estimate by rounding off numbers to the nearest 10,000 and the nearest hundredth using decimals.
- Use a number line to understand negative numbers.
- Explore the concept of order of operations.
- Find the greatest common factor and least common multiple of a set of numbers.
- Explain orally and in writing the concepts of prime and composite numbers.
- Understand the concept of proper and improper fractions.
- Add and subtract fractions with like and unlike denominators.
- Change improper fractions to mixed numbers.
- Compare fractions and decimals using the terms "less than," "greater than," "equivalent to," and, "between."
- Practice writing equivalent forms of decimals and fractions.
- Multiply and divide decimals to hundredths.
- Use pictures and/or graphic illustrations to demonstrate multiplication and division of fractions.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Identify equivalent units of measure (12 inches = one foot).
- Find the distance around polygons (perimeter).
- Investigate the properties of circles, including diameter and radius.
- Construct figures (polygons and circles) using a compass and protractor.
- Explore three-dimensional figures to begin the understanding of volume (taking up space).
- Investigate symmetry (two lines of symmetry, rotational symmetry).
- Investigate solid figures, such as cubes and prisms.

Function and Algebra Concepts

By the end of the school year, students should:

- Develop formulas for the area and perimeter of squares and rectangles.
- Use ratio and proportion concepts to solve problems.
- Understand variables.
- Write and solve open sentences using letters as placeholders.
- Develop an understanding of functions and functional relationships: that a change in one quantity results in change in another.
- Use math sentences of patterns and functions to represent and solve problems.

Statistics and Probability Concepts

By the end of the school year, students should:

- Explore methods of collecting and organizing data.
- Use tables, graphs, and diagrams to represent collected data.
- Use compass and protractors to construct circle graphs.
- Use circle graphs to explore the concept of percent.
- Compare bar, line, and circle graphs that represent the same information.
- Identify events that have zero probability, probability = 1 (certainty), and probability between 0 and 1.

Mathematical Process

By the end of the school year, students should:

- Solve problems in which fractions are used in every day life.
- State accurately the purpose for each step in basic calculations.
- Create a problem situation based on a given open sentence using a single variable.
- Make real world comparisons of measurements.
- Develop an awareness of when an estimation is more appropriate than an exact answer.
- Recognize the use of mathematics in other subject areas such as Science, Social Studies, and Music.
- Understand that a group of things may be researched by studying just a few of them (sampling).

Science

Physical Sciences

By the end of the school year, students should:

- Describe the effects of gravity, friction and other push and pull phenomena.
- Continue to observe and investigate light, sound, heat, and electrical and mechanical energy.
- Describe examples of natural phenomena and explain their consequences.
- Describe and investigate the transfer of energy and what happens when objects interact with them (bulb lighting).

Life Sciences

By the end of the school year, students should:

- Describe how organisms and the environment are dependent on one another (acid rain).
- Begin to understand that ecosystems are made up of populations of producers, consumers, and decomposers.
- Understand the need for conservations of natural resources.

Earth and Space Sciences

By the end of the school year, students should:

- Continue to observe, measure and record seasonal and cyclical changes (moon phases, weather changes and climate).
- Understand the natural cycles of the Earth's land, water, and atmosphere (erosion and natural events: earthquakes and volcanoes).
- Begin to understand how human decisions can have an impact of Earth materials.
- Further develop an understanding of how the Earth, the Moon, and other objects in the sky move in regular and predictable patterns.

Scientific Thinking

By the end of the school year, students should:

- Ask appropriate questions, using evidence and concepts learned from observations and reliable sources.
- Work individually and in groups using appropriate methods to collect, describe, record, and share information and ideas.

Scientific Tools and Technology

By the end of the school year, students should:

- Use technology and tools such as magnifiers, scales, and thermometers to observe and measure objects.
- Use data and graphs to record, read, and understand experiment results.
- Use standard and non-standard units of measurement for length, width, weight, and volume (centimeter cubes/blocks), and record those measurements.

Social Studies

The United States, Canada, and Latin America

The Grade 5 Social Studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the Grade 4 Social Studies program. When appropriate, the Grade 5 program will use contemporary examples and case studies to help students understand the content understandings that follow.

History of the United States, Canada, and Latin America

By the end of the school year, students should understand:

- Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
- Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas.
- Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Geography

By the end of the school year, students should understand:

- Maps and other geographic representations, tools, and technologies can be used to gather process, and report information about the United States, Canada, and Latin America today.
- Political boundaries change over time and place.
- A region is an area that is tied together for some identifiable reason, such as physical, political, economical, or cultural features.

Economics

By the end of the school year, students should understand:

- Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada and Latin America.
- Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.
- As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

Political: The Governments of the United States, Canada, and Latin American Nations

By the end of the school year, students should understand:

- Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights and expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

- Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.
- Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations.
- International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Specials

In addition to classroom learning, all children are offered an enriching "Specials" program. Children have Music, Library, Computer, and Art, for 40 minutes each week. The children have Physical Education twice a week. Each of the special areas is taught by a full-time teacher who specializes in the given area.

MUSIC

The Music program combines singing, clapping, and body movement with the playing of both pitched and unpitched instruments to teach beat competence, vocal development, music notation, form, rhythm, melody, harmony, timbre, dynamics, and conducting. In addition, separate educational units are presented in the areas of the science of sound, musical instruments and their respective families, unconventional musical instruments, recorder, and famous composers. The vocal repertoire, approximately 80% of which is Judaic, is often used as a tool in teaching the elements of music.

In addition to the weekly music period, the school sponsors a Fourth and Fifth Grade Choir. The Choir performs during special school functions and for a variety of events in our community. Students in Third through Fifth Grades may also participate in the after-school instrumental music program.

PHYSICAL EDUCATION

The primary goals in Physical Education are to teach students individual and team games that stress the importance of physical activity and fitness. Instructional emphasis in Grades K-3 is based on motor skill theme development, movement concepts, and improvement in muscular strength, endurance, flexibility, and agility. In Grades 4-5, emphasis is on refinement of motor skill themes, and development of a high level of physical fitness. Student will improve skills, knowledge, and attitudes to help them lead active, healthy, and productive lives as adults.

The Physical Education program is based on Project Adventure, which encourages children to engage in non-competitive games and group problem-solving initiatives. The program seeks to help individuals reach their goals, to improve self-esteem, to develop strategies that enhance decision-making, and to respect differences within a group.

In addition to the two weekly Physical Education classes, there is a very active after-school sports program. We belong to a private school league, composed of different private schools in our area. There are separate boys' and girls' teams, with three sports seasons during the year.

LIBRARY

Loving to read is one of the most important goals of the Library program. The children are exposed to a wide range of quality children's literature. Children in the younger grades learn about different kinds of books and authors. Children in the middle and upper grades also learn the different parts of a library and are introduced to elements of library research. Students learn and use basic library skills through the use of games.

Various types of books are shared with the children throughout the year, especially at Jewish holidays. Responsibility in taking care of the book at home and returning the book on time is stressed. Every day starts with a poem read to the whole school. In the fall, the Read-a-thon is used as a reading incentive. At Purim time, we "Search for Haman" with a school-wide geography game. Together with the Parents Association, we offer birthday books to the children. The library has approximately 8,000 volumes. We also have a range of encyclopedias and other research materials.

In recognition of the importance of computers and the Internet to all learning, the Library and Computer Specials are becoming linked. Children will learn to use the Internet to do research, and to seek, evaluate, and synthesize information. This learning will be connected to the classroom curriculum through year-long projects. Students will be encouraged to use the computer as a tool to facilitate their ability as independent, critical learners. The school looks forward to sharing this work with you throughout the school year.

COMPUTER

The Computer program is fully integrated with the classroom curriculum.

Kindergarten classes work on early learning programs, including early literacy and math. Children also work on "All About Me" projects that integrate sounds and digital photos. To coordinate with the First Grade curriculum, the children are introduced to their first writing program, entitled *Paint, Write, and Play*. First Graders are introduced to a range of phonic awareness, reading, and math programs.

Second Graders begin to use desktop publishing programs, using *The Writing Center* and *Storybook Weaver*. They learn basic editing skills and graphics programs. Second Graders also use *Inspiration*, a program that helps organize ideas. Third Graders are given their own disks to learn data management. They also use the computer as a research tool for their Solar system and Rainforest units. They also make a multimedia presentation using *Kid Pix*.

Fourth and Fifth Graders use the Internet to supplement their class learning and research projects. The Fourth graders use *ClarisWorks* to learn about databases. They also use *Inspiration* to brainstorm ideas and thoughts as they write their Cinderella stories. Students in Fifth Grade learn the fundamentals of spreadsheets. They also use the Internet to obtain information for the State reports.

ART

Each week, every child in SSDS comes to the Art Room for approximately 40 minutes. The children have assigned seats, participate in a Great Behavior program, create artwork in a variety of media on a variety of themes, assist in reading directions, and help give out and clean up supplies. When they finish their projects, Mrs. Fields encourages them to create free drawings, read about an artist, fold an Origami project, or learn and practice drawing using assorted art books. The children read a color poem and learn about a new artist each month and receive notes and phone calls from Mrs. Fields to compliment their great work. Class often ends with a 2 or 3 minute game such as Hang the Colors, Finish the Picture, Observation (what is different), and verbal vocabulary games.



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