

Grade 5 Curriculum Overview

Math	Social Studies/Science	Language Arts	Hebrew Language Arts	Judaic Studies: <i>Tefillah</i> , <i>Parasha</i> , <i>Tanakh</i>	Judaic Studies: <i>Hagim</i> / <i>Mishnah</i> , Israel
<p>Singapore Math - Primary Mathematics - is used in Grades K-5</p> <ul style="list-style-type: none"> ● Whole Numbers <ul style="list-style-type: none"> ○ Billions ○ Approximation and Estimation ○ Factors and Multiples ○ Prime Factorization ○ Multiplying and Dividing by Tens, Hundreds, or Thousands ○ Calculations with Parentheses ○ Strategies for Mental Calculation ○ Word Problems ○ Multiplication and Division by a 2-Digit Whole Number ● Fractions <ul style="list-style-type: none"> ○ Comparing Fractions ○ Fractions and Division ○ Addition and Subtraction of Unlike Fractions ○ Addition and Subtraction of Mixed Numbers ○ Multiplying a Fraction and a Whole Number ○ Fraction of a Set ○ Product of Fractions ○ Dividing a Fraction by a Whole Number ○ Dividing by a Fraction ○ Word Problems ● Perimeter, Area, and Surface Area <ul style="list-style-type: none"> ○ Square Units ○ Rectangles and Squares ○ Area of a Triangle ○ Area of a Parallelogram ● Ratio 	<p>Social Studies The Western Hemisphere People move from one place to another for certain reasons; the way a story unfolds is influenced by who is telling it.</p> <p>Explorers/Heritage Fair Unit The Explorers/Heritage Fair Unit is an integrated unit that connects our Heritage Fair with the study of European exploration. Students will understand why explorers journeyed to and settled in the New World, what settlement looked like from a Native American perspective, and also why Jews immigrated to America. This unit is also integrated with a Storytelling Unit in Language Arts.</p> <ul style="list-style-type: none"> ● Compare/Contrast Reasons Different Groups Came to America ● Use Interview Techniques to Learn about Family Stories ● Write Personal Narratives that Focus on Important Moments in Families' lives ● Express Stories in Various Modalities ● Consider Perspective and Maintain Consistent Point of View in Storytelling <p>Case Study of Western Hemisphere Country: United States</p> <ul style="list-style-type: none"> ● Geographic Features/Regional Characteristics ● Traditions, Language, Arts ● Religions and Beliefs ● Growth and Transformation: 	<p>Reading Literature</p> <ul style="list-style-type: none"> ● Fiction/Historical Fiction <ul style="list-style-type: none"> ○ Characters ○ Setting ○ Story Arc (characters, setting, problem, rising action, resolution) ○ Vocabulary ● Short Stories/Informational Text <ul style="list-style-type: none"> ○ QAR (Question-Answer Relationships) ○ Strategies for Active Reading ○ Questions Readers Ask ○ Story Elements to Help Understand Text ○ Predictions and Inferences (Combine Text with Interpretation) ● Fantasy Novels <ul style="list-style-type: none"> ○ QAR ○ Text Evidence ○ Main Ideas ○ Vocabulary ● Non-Fiction <ul style="list-style-type: none"> ○ Text Features ○ Research ○ Note-Taking ● Poetry <ul style="list-style-type: none"> ○ Poetic Language and Devices ○ Organization and Structure ○ Analyzing for Meaning <p>Writing</p> <ul style="list-style-type: none"> ● Narrative: Story Elements; Object-based Storytelling; Oral History; Small Moments; Family Origins; Poetry ● Informational: Research-based Expository Writing; Heritage Fair Museum Card 	<p>Reading *Using the Haverim B'Ivrit Curriculum</p> <ul style="list-style-type: none"> ● Reading Short Fiction Stories, Fables, Non-Fiction Passages, Poems, Comics, Dialogues, Advertisements, Songs, and <i>Tefillah</i> for Meaning ● Reading in All Genres with Accuracy and Fluency <p>Vocabulary</p> <ul style="list-style-type: none"> ● <i>Haverim B'Ivrit</i> 7 & 8 <p>Grammar</p> <ul style="list-style-type: none"> ● Review of Present and Past Tense ● Future Tense ● <i>Kidai</i> (Worthwhile) Structure ● <i>Oto Ha'Davar</i> ● Personification ● <i>Batuakh Sheh...</i> ● <i>Kal and Kasheh</i> ● Structure of "With...": With Me, With You... ● Causal Sentences ● <i>Ikhpat.../Lo Ikhpat...</i> <p>Writing</p> <ul style="list-style-type: none"> ● Writing in the Past, Present, and Future Tense ● Writing Persuasive Pieces, Short Stories, Poetry, Letters, and a Research Report ● Utilizing New Grammar and Vocabulary in Writing <p>Conversation</p> <ul style="list-style-type: none"> ● Conversation Developing around Vocabulary and Grammatical Structures Taught ● Role-Playing 	<p>Tefillah</p> <ul style="list-style-type: none"> ● Forming a Whole Grade <i>Davening Kehillah</i> ● Serving as <i>Shaliah Tzibur</i> to Lead <i>Tefillat Shaharit</i> ● Understanding When and Why to Add <i>Tefillot</i> ● Introducing <i>Torah</i> Trope ● Learning How to Read Torah for a Mid-Week Service/the Torah Service ● <i>Brachot</i> of the <i>Amidah</i> ● <i>Tefillah Ishit</i> in the <i>Amidah</i> ● <i>Yihyu Liratzon Imrei Fi</i> and the Concept of a <i>Kavanah</i> <p>Parasha</p> <p>A synopsis of the Torah portion is read each week by the students. Conversation is focused on specific <i>psukim</i>, <i>midot</i>, or <i>mitzvot</i> that can be connected to other texts or subjects being studied.</p> <p>Humash</p> <p><i>Humash</i> learning is balanced between making meaning of the text linguistically and creating spiritual connections for our students. (Study of <i>Sefer Shmot</i>)</p> <ul style="list-style-type: none"> ● Review of <i>Sefer Bereishit</i>: How and Why We Ended Up in Egypt ● The Role of Women in the Story of <i>Moshe</i>: A Demonstration of Moral Courage ● God and <i>Moshe</i> at the Burning Bush ● <i>Moshe's</i> Hesitation to Become a Leader: One Cannot Say No to God ● The Language of Redemption: Its 	<p>Hagim/Mishnah</p> <ul style="list-style-type: none"> ● Hagei Tishrei <ul style="list-style-type: none"> ○ Selected Readings from the <i>Mahzor</i> ○ <i>Torah Shebikhtav</i> vs. <i>Torah Shebealpeh</i> ○ Selected Mishnayot for Yom Kippur and Sukkot ○ The Concept of <i>Hiddur Mitzvah</i> ● Hanukkah <ul style="list-style-type: none"> ○ <i>Braita</i> on Lighting <i>Hanukkah</i> Candles ○ The Story of <i>Hanukkah</i> ○ <i>Brakhot, Mitzvot, and Minhagim</i> ● Tu B'Shvat <ul style="list-style-type: none"> ○ <i>Mishnayot</i> from <i>Masekhet Brakhot</i>: Selecting <i>Brakhot</i> for Foods ● Purim <ul style="list-style-type: none"> ○ <i>Mishenikhnas Adar...</i> ○ <i>Mitzvot</i> and <i>Minhagim</i> for <i>Purim</i> ○ <i>Megillah</i> Reading ○ Four <i>Mitzvot</i> of <i>Purim</i> and Their Sources ● Pesach <ul style="list-style-type: none"> ○ <i>Mishnah</i> from <i>Masekhet Pesachim</i>: Student-written <i>D'var Torah</i> for the <i>Seder</i> ○ Familiarity with the <i>Haggadah</i> ○ Understanding of <i>Hametz, Bedikat Hametz, and Biur Hametz</i> ● Yom HaShoah <ul style="list-style-type: none"> ○ Commemoration of the Day ○ See Heritage Fair ● Yom HaZikaron <ul style="list-style-type: none"> ○ Commemoration of the Day ○ View Commemoration in Israel ○ Conversation about the IDF

<ul style="list-style-type: none"> ○ Finding Ratio ○ Equivalent Ratios ○ Combining Three Quantities ● Decimals <ul style="list-style-type: none"> ○ Tenths, Hundredths, and Thousandths ○ Approximation ○ Adding and Subtracting Decimals ○ Multiplying and Dividing Decimals by a 1-Digit Whole Number ○ Multiplying and Dividing Decimals by Tens, Hundreds, or Thousands ○ Multiplying and Dividing Decimals by a 2-Digit whole Number ○ Multiplying and Dividing Decimals by a Decimal ● Measures and Volume <ul style="list-style-type: none"> ○ Conversion of Measures ○ Volume of Rectangular Prisms ● Percentage <ul style="list-style-type: none"> ○ Understanding the Concept of “Percent” ○ Writing Fractions as Percentages ○ Percentage of a Quantity 	<p>Colonial Rule and the Road to Revolution; Westward Expansion; The Civil War</p> <ul style="list-style-type: none"> ● Government Structures and Functions ● Struggle for Equality and Civil Rights or Sovereignty <p>Case Study of Western Hemisphere Country: Canada (Compare/Contrast with U.S.)</p> <ul style="list-style-type: none"> ● Geographic Features/Regional Characteristics ● Traditions, Language, Arts ● Religions and Beliefs ● Growth and Transformation: Constitutional Act of 1791: Confederation and Self-Government ● Government: Structures and Functions ● Struggle for Equality and Civil Rights or Sovereignty <p>Case Study of Western Hemisphere Country: Mexico</p> <ul style="list-style-type: none"> ● Geographic Features/Regional Characteristics ● Traditions, Language, Arts ● Religions and Beliefs ● Growth and Transformation: Independence from Spain; Mexican-American War ● Government Structures and Functions ● Struggle for Equality and Civil Rights or Sovereignty <p>Science</p> <ul style="list-style-type: none"> ● Skills of a Scientist and the Scientific Method ● What Is the Engineering Design Process? Design Challenge: Build a Toothbrush ● Engineering Design: Brainstorming Shark Tank Project ● What Is Electricity? Investigate Static electricity ● Historical Electrical Experiments ● What is a battery? Design Challenge: Build a Voltaic Pile ● What Are the Different Forms of Energy? How Is Energy Produced? ● Squishy Circuits: How Electricity Travels in Simple Series and Parallel; Design Challenge: Build 	<ul style="list-style-type: none"> ● Opinion: Research-based Persuasive Writing ● Historical Fiction: Journal Entries as Explorers/Native Americans ● Poetry ● Writing Process: Brainstorming, Revision, Editing, Conferring <p>Word Study</p> <ul style="list-style-type: none"> ● Expanding Sentences ● Using Increasingly Complex Sentence Forms (Compound Sentences; Verb Clauses) ● Consistent Use of Capitalization and Ending Punctuation ● Use of Commas in Complex Sentences ● Proper Use of Apostrophe in Contractions and Possessives ● Vocabulary/Spelling in Relation to Reading Material in Language Arts, Social Studies, and Science ● Review of Spelling Rules/Patterns through Writing 	<ul style="list-style-type: none"> ● Dramatization 	<p>Connection to the Seder</p> <ul style="list-style-type: none"> ● The Study of the Ten Plagues ● <i>B’nai Yisrael</i> Leave Egypt ● Studying Rashi in Selected <i>Psukim Nakh</i> <p>Brief Study of Sefer Yehoshua</p> <ul style="list-style-type: none"> ● Passing the Leadership from <i>Moshe</i> to <i>Yehoshua</i> <p>Study of Sefer Shoftim - Selected Stories</p> <ul style="list-style-type: none"> ● The Cycle of Behavior in <i>Shoftim</i> ● <i>Otniel Ben Kenaz</i> as an Example of the Cycle ● <i>Ehud Ben Gerah</i>: His Leadership Qualities ● <i>Devorah</i>: A <i>Navi</i>? <i>Shofetet</i>? The Role of Women in <i>Tanakh</i> ● <i>Gid’on</i>: Parallels with <i>Moshe</i> ● <i>Shimshon</i> as a Leader ● <i>Megillat Esther</i>: The Story - Is God Behind the Scenes? ● <i>Megillat Rut</i>: How the Women Change the Future Course of the Family 	<ul style="list-style-type: none"> ○ Transition from Sadness to Joy ● Yom Ha’Atzmaut <ul style="list-style-type: none"> ○ *See Israel Unit ○ Commemoration of the Day ● Yom Yerushalayim <ul style="list-style-type: none"> ○ *See Israel Unit ○ Commemoration of the Day ● Lag B’Omer/Shavuot <ul style="list-style-type: none"> ○ Lessons Learned from the Story of Ruth ○ <i>Mitzvat Aseh</i> of Counting the Omer ○ <i>Megillat Rut</i>: Why It’s Read on Shavuot ○ What Happens When the Men in a Family Die ○ How Decisions Made by the Women Change the Future Course for the Family ○ <i>Mitzvot U’Minhagim</i> <p>Israel</p> <p>The Israel Curriculum in Grades 1-5 is divided into four units to be studied throughout the year: <i>Yisrael Sheli</i>, <i>Tu B’Shvat</i>, <i>Yom Ha’Atzmaut</i>, and <i>Yom Yerushalayim</i>. The units look at Israel through the lens of geography, history, and culture. The “Enduring Understandings” for all grades are as follows: Israel Is an Independent State; Israel Is a home for Every Jew.</p> <p>Yisrael Sheli</p> <ul style="list-style-type: none"> ● Dreams I Have Achieved/Dreams I Have Yet to Achieve/Our Dreams for the State of Israel ● An Understanding of the Map of Israel, Its Borders, Neighbors, Regions, and Geographical Placement in the Middle East ● Establishing Independence as a State <p>Tu B’Shvat</p> <ul style="list-style-type: none"> ● The Story of <i>Honi HaMa’agel</i> ● The Role of the JNF in the Acquisition of Land, Planting, Preservation <p>Yom Ha’Atzmaut</p> <ul style="list-style-type: none"> ● <i>HaTikvah</i>: Composer & Meaning ● Herzl: His Vision for the State ● My Connection to Israel through Artifacts, People, Places <p>Yom Yerushalayim</p>
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an Alarm Clock
● Human Body
● Engineering Design Fair: Shark Tank

● Jerusalem: King David to Today
● Jerusalem: In Prayer, Literature and Song
● Sites: Ancient and Modern