



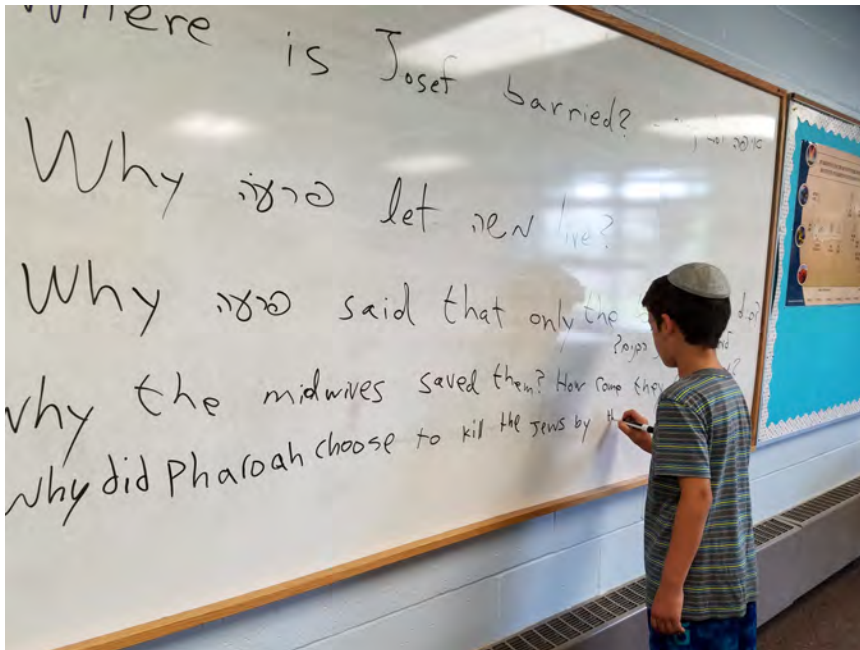
2019-2020

PARENT CURRICULUM GUIDE

# FIFTH GRADE



Hillel Community Day School partners with families to promote critical thinking, academic excellence and a love of learning for each child. In service to the entire Jewish community, we inspire a meaningful connection to Jewish customs, values and Israel.



For More Information Visit Our Website At:  
[www.hillelschool.org](http://www.hillelschool.org)

# Media/Library

*Fifth grade library students are taught to be effective consumers of information. They will form opinions and cite evidence to support their opinions. In class they will select and evaluate various sources for relevance and accuracy, summarize, organize and record findings, cite sources with support, and present in a variety of formats.*

## **Fifth Grade Students Will:**

- Use sources to acquire background information and brainstorm ideas for further inquiry.
- Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
- Select and use multiple appropriate print, nonprint, electronic, and human sources to answer questions.
- Use navigation tools of a website to find information.
- Evaluate print and electronic information for usefulness, relevance, and accuracy.
- Use various notetaking strategies (e.g. outlining, underlining, bulleted lists, highlighting, and graphic organizers).
- Forms opinion and uses evidence from the text to back it up.
- Cites all sources used according to a model provided by the teacher.
- Modifies and revises own work, based on feedback from teacher and others.
- Assesses and revises own work with guidance.
  
- Identifies own strengths and sets goals for improvement.

## **Classroom Activities May Include, But Are Not Limited To:**

- Read alouds & Think alouds
- Small group direct instruction
- Multi-media projects
- Book Reviews



## **What Can Parents Do?**

- Talk with your child. Discuss topics that make you "wonder". Find answers together.
- Read with your child every day.
- Listen to your child read out loud every day.
- Ask you child about what they are reading (e.g. What is the problem in the story?; What would you do if that happened to you?; Who else might like this book? ; Why or Why not?; Etc.).
- Discuss Internet safety and monitor the sites to which your child has access.

# Health — Mrs. Deborah Jo Kummer

*Students in the fifth grade HCDS health class will learn about human growth and development, while recognizing the relationship between behaviors and healthy development. They will demonstrate personally and socially responsible behaviors, as they care for and respect themselves and others. They will understand the influences of culture, media and technology as they making decisions about personal and community health issues. They will learn how to advocate for healthy selves, families, and communities.*

## **Fifth Grade Students Will:**

- Possess basic knowledge and skills that support positive health choices and behaviors.
- Understand how behaviors, such as food selection, exercise, and rest, affect growth and development.
- Recognize influences that affect health choices and behaviors.
- Know about some diseases and disorders and how they are prevented and treated.
- Practice and support others in making healthy choices.
- Understand basic safety rules and practices.
- Recognize potentially dangerous situations and know how to avoid or reduce their risk.
- Know some personal and social skills that contribute to individual safety.
- Recognize characteristics of the environment that contribute to health.
- Know how to access help when illness, injury or emergency situations occur.

## **Classroom Activities May Include, But Are Not Limited To:**

- Studying "Germs" and how we can minimize our risk.
- Identification of the attributes of a healthy person.
- Learning about healthy food choices.
- Identifying the harmful effects of alcohol, tobacco, and other drugs.
- Learning basic safety rules, stress management, accident prevention, and media literacy.
- Puberty education (if not already done in prior year).
- Learning the American Heart Association Heartsaver First Aid, CPR, AED course.
- Learning to critically evaluate health information gathered from media sources.
- Learning how to respond to bullying situations and how to create a safe school environment.
- Learning how to be a role model for healthy behaviors and achieving health literacy.

## **What Can Parents Do?**

- Be a role model for healthy behaviors and talk with your child about healthy behaviors.
- Ask your child what they have learned in health class.
- Enjoy your child's accomplishments in school this year.





## S.T.E.A.M. — Ms. Tara Wiseman

*Fifth Grade learners are naturally engaged in the STEAM Lab. The hands-on, minds-on activities are selected to foster creativity and critical thinking. The curriculum encourages learners to begin with an appropriate level of challenge and advance as far as they are able. The emphasis on choice and autonomy allows learners to further personalize learning by tailoring projects to their own interests and experience.*

### Fifth Grade Students Will:

- Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media
- Contribute to project teams to produce original works or solve problems.
- Apply existing knowledge to generate new ideas, products, or processes.
- Use models and simulation to explore complex systems and issues.
- Use information provided in manuals or by experienced people to see and understand how things work.
- Describe and illustrate a concept or process using a model, simulation or concept-map.

### Group Challenges May Include, But Are Not Limited To:

- |                 |          |                 |                   |
|-----------------|----------|-----------------|-------------------|
| • Animation-ish | • Kodu   | • Powerpoint    | • Tinkercad       |
| • Comic Life    | • Osmo   | • Solar Oven    | • Tynker          |
| • Hour of Code  | • Ozobot | • Snap Circuits | • Vernier Science |
| • K'Nex         | • Pixie  | • Sphero        |                   |
- Make decisions about responsible digital practices together. Talk with your child about how to judge the accuracy and bias of online news and ways to behave safely and responsibly in the immense digital world. (Common Sense Media: [www.p21.org/tips/online](http://www.p21.org/tips/online))
  - Set an example for collaboration and compassion. Be a strong role model and mentor to your children. Make working with others and having an open mindset a priority. (Making Caring Common Project: [www.p21.org/tips/rolemodel](http://www.p21.org/tips/rolemodel))
  - Think Globally and act locally. Work with your child to consider what you can do as a family or individually to make an impact in your community or on national and global issues through internships or volunteer positions. Take part in service-learning opportunities that provide meaningful civic and community service. (TeachUNICEF: [www.p21.org/tips/global](http://www.p21.org/tips/global))
  - Set expectations. Set and communicate clear, specific and appropriate expectations around your child's use of online media and mobile devices. (Connect Safely: [www.p21.org/tips/expectations](http://www.p21.org/tips/expectations))
  - Create consistent digital policies. Pay attention to the technological and online resources available at your child's school and reinforce the policies created around mobile devices and social networks at home. (Common Sense Media: [www.p21.org/tips/online2](http://www.p21.org/tips/online2))



## ELA — Mr. David Prevosti

*Students will read deeply and widely from a broad range of increasingly challenging literary and informational texts. Students will acquire the habits of reading independently and closely.*

### Fifth Grade Students Will:

- Read and compare books in multiple genres
- Recognize, interpret, and make connections in a variety of texts.
- Explain structures, relationships, and interactions that occur in texts.
- Develop strategies to read closely and comprehend increasingly complex text.
- Engage effectively in collaborative work
- Use evidence to substantiate claims.

### Classroom Activities May Include, But Are Not Limited To:

- Sharing responses to literature in a discussion.
- Reading and writing in a variety of modes.
- Practicing, listening and speaking effectively.
- Using the writing process to publish quality final products.

### What Can Parents Do?

- Show interest in what your child is doing in school.
- Set high expectations for your child. Make it clear that school should be a priority.
- Provide a quiet place for your child to study.
- Encourage your child to keep a journal.
- Ask your child questions about a book, television show or movie to increase comprehension and critical thinking
- Continue to read aloud to your child regularly and show your child what you read for work, pleasure, or study.
- Encourage your child to write letters - 'Thank You' notes are ideal.

# Social Studies — Mr. David Prevosti

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; Interaction between societies, as well as the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times

## What does it mean to think socially and historically?

### Core themes and practices

Students should think about...	Students should take action by...
<b>Chronology:</b> <ul style="list-style-type: none"> <li>When do time periods begin and end?</li> <li>How do we classify periods of time?</li> <li>What comes before, what comes after, and why does that matter?</li> </ul>	<b>Interrogating Evidence:</b> Examine multiple sources of history... <ul style="list-style-type: none"> <li>Who made this?</li> <li>Who was it made for?</li> <li>What message is being sent by this?</li> <li>How do you feel about this message?</li> <li>Is this credible?</li> <li>What can we learn from this source?</li> </ul>
<b>Change:</b> Think about how things change from one state to another... <ul style="list-style-type: none"> <li>What are the multiple causes and effects of change?</li> <li>Is the change positive, negative, or somewhat in-between?</li> </ul>	<b>Building Conceptual Frameworks:</b> Use big concepts to better understand the world... <ul style="list-style-type: none"> <li>How does new knowledge fit with everything else I know and have experienced?</li> <li>How can we categorize and sort new knowledge to make sense of it?</li> </ul>
<b>Context &amp; Empathy:</b> Think about how beliefs and values of people in the past relate to their perspectives and actions... <ul style="list-style-type: none"> <li>How do peoples' cultures and beliefs shape their actions?</li> <li>What influences peoples actions in the past?</li> </ul>	<b>Engaging with Accounts:</b> Investigate different "stories" of history... <ul style="list-style-type: none"> <li>Who created this "story" and why?</li> <li>What evidence can be used to prove this?</li> <li>How are multiple accounts similar and how are they different?</li> </ul>

"Facts are like fish swimming about in a vast and sometimes inaccessible ocean; and what the historian catches will depend, partly on chance, but mainly on what part of the ocean he chooses to fish in and what tackle he chooses to use – these two factors being, of course, determined by the kind of fish he wants to catch." - E.H. Carr

### What Can Parents Do?

- Provide adequate time and an environment conducive to reading, writing, and studying.
- Monitor homework daily by checking the planner for assignments and assigned papers for completion.
- Introduce your child to maps, graphs, and charts from newspapers, magazines, websites, and other daily life sources. Discuss them with your child, and check for understanding.
- Discuss current events, share personal memories, and communicate family stories.



## Garden & Sustainability

*The garden and sustainability program will provide students with a broad knowledge base that will empower them to take a leading role in caring for Hillel's outdoor learning garden. In addition to the practical aspects of gardening, students will gain a deeper appreciation for where their food comes from, the importance of local and global environmental stewardship, and the relationship between agriculture, ecology, and Jewish ethics.*

### Fifth grade students will learn:

Practical gardening aspects and plant care  
 The importance and process of composting and soil health  
 How soil affects plant growth and crop yield  
 How to select plants for planting based on season  
 Plant and crop life cycles and the concept of seed saving  
 How growing food for local consumption can benefit the community  
 The relationship between the natural environment and plant/crop health  
 The necessity of a long-term mindset for growing food  
 Alternative growth systems  
 Ecological Entrepreneurship

### Classroom activities may include ,but are not limited to:

- Journaling to reflect on weekly activities
- Classroom based projects related to gardening, life science, and food systems
- Outdoor garden activities like watering, weeding, planting, and harvesting
- School wide food waste collection for composting

### What can parents do?

- Encourage your child to think about where the food they eat comes from.
- Examine and observe the living things around them.
- Visit farms, gardens, and the Lamberton Conservatory
- Start a home garden

# Judaic Studies — Mr. Noam Nachshon and Mrs. Yael Nachshon

*Fifth Grade Judaic Studies includes Chumash/Torah, Holidays, Jewish History, Parsha, Yahadut/Jewish Practice and Learn about Israel.*

## **Fifth Grade Students Will Know, Understand, and/or Be Able To:**

- Engage in meaningful prayer and Jewish ritual.
- Study and analyze Torah text using the first half of the book of Shemot (Exodus), with classic and contemporary commentaries.
- Explore Jewish practice in relation to the Holidays and Jewish calendar.
- Learn how to understand a D'var Torah (Essay exposition on a Torah text), and how they can help us make meaning of the weekly Parsha (Torah Portion).
- Partner with our friends in Modi'in.

## **Classroom Activities May Include, But Are Not Limited To:**

- Group learning through discussions, debates, classwork and text readings.
- Projects, media presentations, and field trips.
- Research and hands-on experiences with the various Jewish communities in Rochester.

## **What Can Parents Do?**

- Make sure that your child has recorded their expected homework and plans, and that they are completed in a timely manner.
- Discuss your child's learning with them. Ask questions, engage them in conversation, and encourage your child to teach you!
- Be aware that your child's Judaic Studies classes will be covering Jewish viewpoints that may be new to them. Help your child be open to hearing new ideas and supporting your child as he/she works to make sense of different ways of thinking, approaching text, and engaging with Judaism.
- Check Sycamore for updates and more information on our class.

# Math — Mrs. Clara Fonda

*Starting in Fifth Grade, students start their accelerated math program. They will complete units from both fifth and sixth grade. Students will become fluent with fraction, decimal, and integer computations. They will be able to apply order of operation rules and properties of numbers, find factors, multiples, lowest common multiples and greatest common factors. Students will expand their algebraic problem solving skills. Students will be able to collect, organize, and analyze data. Students will investigate the spatial relationships of geometric figures and use geometric formulas to solve real world problems. They will integrate geometry, algebra and computation, and be competent using the metric and customary measurement systems to find equivalents within each system. They will utilize problem-solving skills to answer word problems.*

## **Fifth Grade Math Students Will:**

- Add, subtract, multiply and divide fractions
- Extend division to 2-digit divisors
- Integrate decimal fractions into the place value system
- Complete operations with decimals to hundredths
- Develop understanding of volume
- Connect ratio and rate to whole number multiplication and division, using these concepts to solve problems (6th grade topic)
- Divide fractions (6th Grade topic)
- Identify and draw lines of symmetry
- Identify and plot points in the coordinate plane
- Use metric and customary measurement systems
- Measure and draw angles using a protractor
- Convert measurements within measurement systems



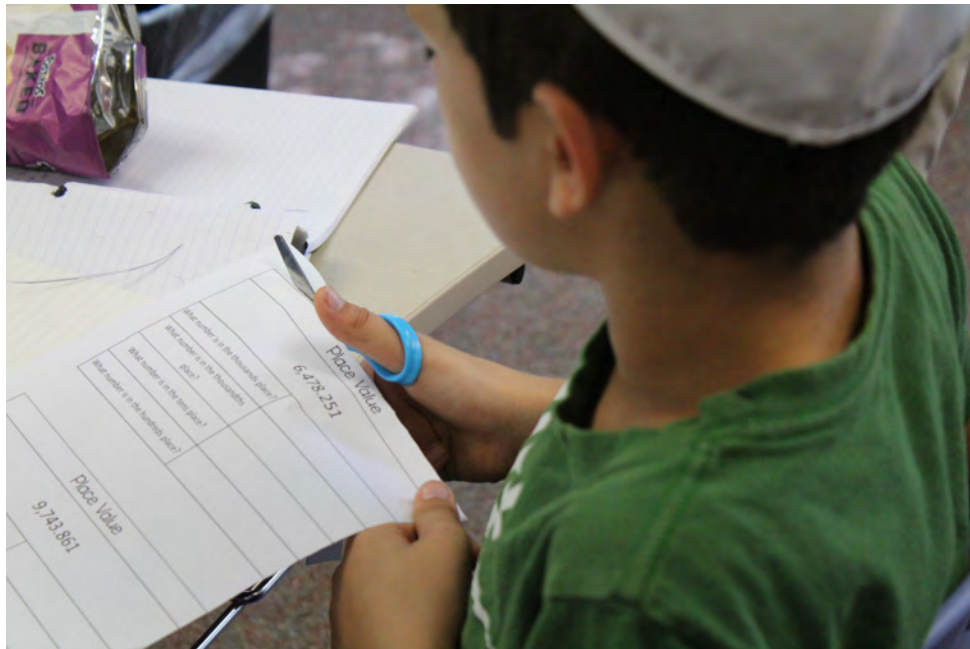
# Math — Continued

## Classroom Activities May Include, But Are Not Limited To:

- Authentic assessments
- Math projects
- Collaborative group learning
- Tutorials and practice online

## What Can Parents Do?

- Regularly practice whole number computation at home.
- Review homework assignments and reinforce their understanding.
- Provide a quiet, distraction free homework environment.
- Encourage students to perform mental computations.
- Identify life experiences where they may apply their math skills.
- Encourage students to prepare for tests and quizzes.



# Conversational Ivrit (Hebrew) with Mrs. Yael Nachshon

*Not only is Hebrew the language of our Jewish Heritage, but it is also a living, breathing, contemporary language. With that in mind, we will be studying Hebrew as our "Foreign Language" at HCDS. Our studies will be based on the New York State Learning Standards for Foreign Languages (NYS LOTE) and on guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). Our goal is to provide the tools for HCDS students to gain a level of proficiency in the modern Hebrew language by their graduation in 8th grade.*

## Fifth Grade Students will know, understand, and/or be able to:

### Reading

- Read and understand Hebrew texts with fluency and accuracy

### Writing

- Write complete sentences, using earned vocabulary, and correct grammar.

### Listening

- Understand a longer story
- Understand plot structure
- Analyze a piece of text or conversation

### Speaking

- Use complex sentence structure using past and present tense
- Use positive and negative interrogative sentences, commands and conditional sentences

### Grammar

- Complex word forms
- Advanced verb conjugation and special cases
- Pronoun agreement for gender and number

## Classroom activities may include, but are not limited to:

- Regular vocabulary quizzes
- Individual and group written work
- Reading time and reading logs
- Short scripted and unscripted dialogues and monologues
- Listening to and/or reading passages for comprehension
- Various educational, vocabulary based games
- UlpanOr - iHebrew videos, dialogues, audio articles, and games

## What can parents do?

- Check for completion of homework assignments
- Encourage your child to read and speak in Hebrew
- Listen to your child read aloud, even if you do not know Hebrew
- Listen to Hebrew music and view Hebrew videos on YouTube with your child.



## Physical Education — Mr. Ken Soble

*At this stage, skill development takes on an added importance. Students should have had a continual (up to) four-year process of adjusting to a physical education program.*

### **Fifth Grade Students Will:**

- Spend time on activities related to specific units.
- Increase fitness-related activities, contests, and drills related to specific sports units.
- Participate in a variety of activities with the goal of creating interest in regular movement.
- Continue the physical fitness program, following weekly preparatory sessions.
- Participate in fitness games and activities. Students will move into the more complex rules, skills and techniques of sports activities.

### **Classroom Activities May Include, But Are Not Limited To:**

- Jogging, musical exercise, sit ups and pulling bar (all fitness oriented).
- More specific contests and drills related to current sports units. Example: with soft ball, contests that allow for the pitting of base runners versus fielders (a type of race). In volleyball, hand positioning and types of hits get specific attention for the first time.
- Floor hockey, soccer, basketball, baseball, golf, tennis, volleyball and lacrosse (all adjusted to age appropriateness)
- Activities to understand the relationship between physical activity and well being
- Team-building exercises
- General, non-sports related games and activities

### **What Can Parents Do?**

- Stay involved by listening to what your children are doing and whether certain activities are liked or disliked.
- Make time for extracurricular physical activities of student's choosing.
- Stay in touch with teacher, as needed, for progress updates.



## General Science — Mrs. Susan Fregoe

*Fifth grade Science students will study the natural world. Students will learn to enjoy, value, and maintain a natural curiosity and appreciation for nature, while learning to respect the environment. Students will learn to appreciate how scientific methods can lead us to a more complete understanding of nature. This understanding of nature will allow students to see how they can minimize harm to themselves and to the environment, for the benefit of future generations.*

### **Fifth Grade Students Will:**

- Study the anatomy of fish, amphibians, insects, and worms.
- Study the anatomy of plants.
- Work to improve upon the basic process skills for scientific inquiry.
- Utilize the Scientific Method in experiments.
- Write a lab report, based on a "hands on" lab activity.
- Continue to improve upon their use of lab equipment, while stressing proper technique and safety, when working in the science classroom.

### **Classroom Activities May Include, But Are Not Limited To:**

- Studying the three main branches of Science.
- Working with the compound light microscope and binocular stereoscope to improve observation skills.
- Prepare wet-mount slides for viewing, including working with stains.
- Science Fair project and presentation for Hillel's annual Science Fair.

### **What Can Parents Do?**

- Review your child's assignment planner on a regular basis to guarantee that assignments are completed and submitted on time.
- Explore the natural world with your child.
- Help your child learn how to best manage their time.
- Model curiosity about the natural world and science.



## Art — Miss Abbey Brothers

*This year in Art, we will continue to build our art vocabulary, with our unique ideas in various media. We are growing in our knowledge of techniques, artists, and movements. The students will gain greater insight into the importance of their personal visual statements and be able to share their meanings and images with the class.*

### **Fifth Grade Artists Will:**

- Practice idea and drawing development through regular sketching assignments.
- Demonstrate use of skills, tools and processes with quality craftsmanship when planning and creating
- Presenting & Producing: students refine and prepare work for presentation
- Responding: analyze, interpret, and evaluate works of art; demonstrate knowledge of art vocabulary
- Connecting: relates artistic work with societal, cultural and historical context to deepen understanding
- Learn art criticism for both personal and peer work

### **Classroom Activities May Include, But Are Not Limited To:**

- Drawing - Colored Pencil, cray-pas, crayons
- Painting – Watercolor/Acrylic
- Printmaking
- Mixed Media
- Fibers and Craft
- Media Media and Technology
- Sculpture

### **What Can Parents Do?**

- Model the enjoyment of art
- Take your child(ren) to galleries, plays, concerts
- Encourage respect and appreciation for all artists and their unique “voices”.
- Continue to encourage creative thinking in all aspects of their lives.



## Music — Mr. Jack McMahan

*The content of the fifth grade HCDS Music curriculum will include songs that teach Hebrew vocabulary, Jewish holidays, Torah stories and Jewish values. More attention will be given to liturgical texts as well as exposure to music from different heritages, ex: Yiddish and Ladino. Secular and American holiday music will also be included. Developing rhythm, pitch and choral singing skills will be incorporated into the curriculum. Instrumental music will be included using rhythm instruments.*

### **Fifth Grade Music Students Will:**

- Reinforce and learn Hebrew vocabulary through song.
- Sing songs which stress Jewish values.
- Begin learning the sources of songs based on the liturgy.
- Be exposed to different melodies for the same prayers.
- Sing Jewish and American holiday songs.
- Sing traditional Jewish music as well as songs by contemporary song writers.

### **Classroom Activities May Include, But Are Not Limited To:**

- Beginning each class with vocal warm ups
- Identifying notes on keyboard
- Learning note and rest values
- Reading notes on staff

### **What Can Parents Do?**

- Ask what your child learned in Music class.
- Take your child to Jewish musical events in the community.
- Provide opportunities for your child to listen to a varied musical repertoire.