



2019-2020

PARENT CURRICULUM GUIDE

FOURTH 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



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.

Fourth 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
- 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

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. Stephen Papkin

Fourth Grade Students Will Know, Understand, and Be Able To:

Holidays:

- Perform rituals and blessings connected with Shabbat and different holidays, including sections of liturgy; Compare different traditions for practice among communities around the world;
- Name people, events, symbols and practices associated with Shabbat and key holidays;
- Examine the themes and more abstract concepts central to the various holidays;
- Study texts as the basis for understanding Shabbat and holidays.

Israel:

- Ability to share personal reflections about Israel and Jewish people;
- Describe how Jews continue to live in many different places, share many commonalities and have distinct aspects to how Jewish life is lived in their community;
- Define how Israel is a Jewish and democratic state that is home to half of the world's Jewish population, as well as home to non-Jews;
- Explain how Jews around the world engage in supporting and strengthening Israel as an ongoing act of Zionism.





Media/Library

Fourth grade students are moving towards informational literacy. Over the course of this school year they will become increasingly discerning consumers of information. Fourth graders use a variety of sources to find accurate answers to their research questions, summarize and record their findings, and present in a variety of formats.

Fourth Grade Students Will:

- Generate a list of key words for a research-based project with guidance
- Ask questions to clarify topics or details
- Predict answers to inquiry questions based on background knowledge and beginning observations or experience
- Use selected search engines to find appropriate information
- Paraphrase and summarize information that answers research questions
- Identify facts and details that support main ideas
- Use common organizational patterns (chronological order, main idea with supporting details) to organize information
- Assess and revise own work with guidance
- Identify 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 every day.
- Ask your 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? Etc)
- Help your child choose “just right books” in a variety of genres.
- Discuss Internet safety. Monitor websites to which your child has access.



S.T.E.A.M. - Ms. Tara Wiseman

Fourth 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.

Fourth Grade Students Will:

Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Group Challenges May Include, But Are Not Limited To the Following Tools:

- Animation-ish
- Comic Life
- Google Earth
- Hour of Code
- K'Nex
- Kodu
- Osmo
- Ozobot
- Pixie
- Powerpoint
- Scratch
- Solar Oven
- Snap Circuits
- Sphero
- Tinkercad
- Tynker
- Vernier Science

What Can Parents Do?

- 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).
- 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). 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).
- Set an example for collaboration and compassion: Be a strong role model and mentor to your child. Make working with others and having an open mindset a priority (Making Caring Common Project: 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. Take part in a service-learning opportunity that provides meaningful civil and community service.

Hebrew — Mr. Stephen Papkin

Not only is Hebrew the language of our Jewish Heritage, but it is 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 Languages Other Than English (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.

Fourth Grade Students Will Know, Understand, and/or Be Able To:

- **Reading**
 - Read and understand short stories with fluency and accuracy
 - Read and understand Hebrew text from a variety of genres (nonfiction, poetry, personal accounts, etc.)
 - Answer simple comprehension questions about a text that is read independently
- **Writing**
 - Create compound sentences using new vocabulary and grammar
- **Listening**
 - Understand a non-fiction literary piece
 - Utilize context to understand stories regarding inference
- **Speaking**
 - Converse and respond to the teacher and classmates in classroom situations
 - Use compound sentences with correct noun/verb agreement
- **Grammar**
 - Conjugation of verbs in present and past tense
 - Identification of roots and word families
 - Prepositions, adverbs, and infinitives

Classroom Activities May Include, But Are Not Limited To:

- Regular homework journaling
- Periodic 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?

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- 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 or speak Hebrew
- Listen to Hebrew music and view Hebrew videos on YouTube with your child.



ELA — Miss Morgan Atkins

Students will read widely and deeply from a variety of high quality texts. Students will gain literacy and cultural knowledge as well as familiarity with a variety of text structures. Students will learn to use writing as a means for offering and supporting opinions. They will begin to adapt the form and content to accomplish a particular task.

Fourth Grade Students Will:

- Read closely to determine explicit and inferential meaning.
- Refer to explicit evidence in the text when substantiating claims.
- Recognize, interpret, and make connections in narratives, poetry, drama, and other texts.
- Interpret information presented visually and orally.
- Produce and distribute pieces of writing both independently and collaboratively.
- Strengthen opinion, informative and narrative writing

Classroom Activities May Include, But Are Not Limited To:

- Journal Writing
- Reading and responding to novels
- Projects and presentations
- Research
- Direct instruction and coaching
- Goal setting
- Close reading
- Small group differentiated instruction

What Can Parents Do?

- Help your child edit written work
- Support reading by asking questions of the material read
- Guide through reports, helping your child to adhere to guidelines and schedules
- Model writing and reading at home
- Ask your child to prove answers with evidence from text



Social Studies — Miss Morgan Atkins

Fourth Grade students focus on New York State, its geography, history and contributions both historically and at present. Social Studies is often integrated with Language Arts, incorporating the elements of critical thinking, reporting, and research.

Fourth Grade Students Will:

- Learn and understand the geography of New York and relate it to growth of the state.
- Explore NYS's geography with different types of maps.
- Learn about the state from the time of hunters and gatherers.
- Study Native Americans, explorers, colonization, the American Revolution, levels of government, slavery, women's rights movement, Civil Rights, Industrialization and immigration.
- Appreciate the importance of respecting and protecting the rights of individuals
- Work with current events as they relate to Social Studies.

Classroom Activities May Include, But Are Not Limited To:

- Reading
- Use of a news magazine/articles
- Field trips (where applicable)
- Research
- Independent and collaborative projects
- Inquiry-based learning/Project-based learning

What Can Parents Do?

- Discuss current events
- Monitor work and study habits especially through long-term projects
- Help children with organization through the use of a planner
- Discuss with your child what they are learning in Social Studies



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.

Fourth Grade Students Will:

- Spend time on activities related to specific units.
- Increase fitness-related activities, contests, and drills related to specific sports units.
- 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 their 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.



Music — Mr. Jack McMahon

The content of the fourth 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. Fourth graders will use a variety of rhythm instruments.

Fourth 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 liturgical and Torah texts.
- 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.

Math — Mrs. Clara Fonda

Fourth grade students will be working toward mastering whole number computational skills. They will reinforce those skills through practice with other mathematical applications. They will work with fractions, decimals, and basic integers. They will be exploring geometric principles and develop measurement skills with both the metric and customary measurement systems. Students will use visualization and spatial reasoning to identify characteristics and describe the properties of geometric shapes. Students will be able to collect, organize, and analyze data through charts and graphs.

Fourth Grade Math Students Will:

- Learn whole number computation
- Develop an understanding of decimal and fraction equivalency
- Develop basic algebraic problem solving skills
- Develop a fluency with both the metric and customary measurement systems
- Identify, construct, analyze and decompose geometric figures
- Draw and measure angles and line segments
- Be able to round whole numbers
- Be able to understand the basic elements of set theory
- Be able to estimate products, sums, differences and quotients
- Identify and utilize number properties
- Generalize place value for multi-digit arithmetic
- Use patterns to solve word problems
- Find multiples, factors and use the divisibility rules
- Use computation shortcuts
- Analyze graphs and charts
- Be able to create and use mathematical models

Classroom Activities May Include, But Are Not Limited To:

- Math projects
- Authentic assessments
- Collaborative group work
- Computer tutorials and practice

What Can Parents Do?

- Regularly practice whole number computation at home. Games are a fun way to do this.
- Review homework assignments
- 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.



Science - Miss Morgan Atkins

Following the Next Generation Science Standards, the Fourth Grade Science students will work this year to maintain a natural curiosity and appreciation for nature while learning to respect the natural world. Through this study, fourth grade students will learn to enjoy and value how scientific methods can lead us to a more complete understanding of Nature, ourselves, others and our environment.

Fourth Grade students will:

- Work to improve upon their basic process skills for scientific inquiry and refine their abilities to utilize the scientific method of gathering information.
- Learn to write a complete lab report from a “hands-on” lab activity/experience.
- Utilize appropriate language to communicate science concepts.
- Continue to improve upon their use of lab equipment while stressing proper technique and safety when working in the science classroom.
- Ask questions and define problems
- Plan and carry out Investigations/experiments
- Develop and use models
- Analyze and interpret data
- Construct explanations and design solutions
- Study

Classroom Activities May Include, But Are Not Limited To:

- Covering the three main branches of Science: Life Science, Earth Science, and Physical Science.
- In-class experiments
- Videos relating to science topics
- Field trips
- Research projects
- Writing about science experiments and ideas
- Studying the following: Energy; Waves; Plant & Animal Structures; Fossils; Weathering; Earth's Natural Resources, and Engineering Design.

What Can Parents Do?

- Show interest in your child's learning
- Have your child explain science topics
- Help your child learn how to best manage their time.
- Ensure that your child get proper rest and adequate nutrition.
- Take trips to the Rochester Science Museum



Art — Miss Abbey Brothers

This year Art will focus on the importance of sharing feelings, thoughts, and ideas through images that are real or imagined. The Fourth grade visual arts curriculum strives to help children understand the importance of making choices and how each choice an artist makes influences their final results.

Fourth Grade Artists Will:

- 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
- Sculpture
- Printmaking
- Mixed Media
- Fibers and Craft Media
- Digital Arts

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.
- Encourage your child(ren) to create art outside of the art classroom



Notes

Torah & Tefilah - Mr. Stephen Papkin

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

Tefilah

- Navigate within a Siddur
- Sing/chant tefilot with fluency and appropriate nusach
- Extract root words to help with comprehension
- Lead portions of tefilah for a group
- Engage in conversation about theology
- Identify structural components of Shacharit, Mincha and Ma'ariv services
- Demonstrate respect and awe during tefilah

Torah

- Name parshiyot in Genesis and Exodus
- Identify textual difficulties and compare and contrast different commentators' answers
- Employ a variety of strategies to translate biblical texts independently
- Use dictionary and concordance to deepen understanding of biblical text
- Understand and start to use some Torah trope and cantillation marks to punctuate a pasuk
- Analyze and interpret narrative biblical passages based on textual proof
- Describe the borah ar of the narrative found within the bible
- Compose and deliver a D'var Torah that demonstrates textual understanding and practical application.