

***What a
Martin J. Gottlieb
Day School
Third Grader
Should Know
and
Be Able To Do!***

*General Studies
Judaic Studies
Resource Program*

ושננתם לבניך

“And you shall teach
your children...”



VALUES • KNOWLEDGE • LEADERSHIP

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A Message to the Reader

This brochure lists skills and abilities in General Studies, Judaic Studies, and the Resource program that students should acquire by the end of Third Grade to earn promotion to the Fourth 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 Florida Education Department 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-8 curriculum of the Martin J. Gottlieb Day School. Similar brochures can be obtained for other grades.

If you have any questions or suggestions, please be sure to contact Mr. Mitzmacher at 904-268-4200, ext 148. We value your feedback and input.

Mission Statement

The mission of the Martin J. Gottlieb Day School, a Solomon Schechter school, is to provide a comprehensive, academically challenging curriculum in General and Judaic Studies. The school provides a caring, supportive community in which each student can grow academically, emotionally, socially and physically. Through the bilingual curriculum and school environment, the students are presented with a philosophy of life based upon the values and concerns embodied in Conservative Judaism, stressing social action and social responsibility.

Through a curriculum based on intellectual inquiry and critical thinking, students are challenged to meet the highest standards of academic excellence. The instructional approach fosters a lifelong passion for learning. We nurture the souls of each of our students, grounding them in Jewish values. By instilling personal and social responsibility and love for Israel, we create a foundation for a life of continuity and dedication to the community, which extends to the home, the synagogue and the community at large. Our studies foster a love of learning and openness to students' ideas.

Language Arts

Reading—Reading Habits

By the end of the school year, students should:

- Continue to have good literature read to them daily in all subject areas.
- Read and understand chapter books as well as keep a personal log to record thoughts and ideas pertaining to the books.
- Read several books by the same author in the same genre, and on the same subject.
- Use simple reference books to obtain information and learn new words daily.
- Discuss books daily with the teacher, a classmate, or in a group.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write a book report, discuss, and summarize the plot, setting, character, and main ideas in books that they have read.
- Compare and contrast characters, setting, and plot from one book to another, as well as with short stories and plays.
- Continue to read aloud independently from books they have previewed on their own, using appropriate expression.
- Use punctuation to help understand meaning, and read aloud fluently from books that they have chosen.
- Employ self-questioning techniques to improve reading comprehension.
- Identify an author's theme, and use details from the text to explain how the author developed the theme.
- Expand their growing vocabulary.
- Understand the distinguishing features among the common forms of literature (poetry, prose, fiction, drama).
- Identify and explain how language choice helps to develop mood and meaning in poetry (sensory and concrete words as well as figurative language).
- Identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
- Select a balance of age and ability appropriate fiction materials to read (chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation.

Writing—Habits

By the end of the school year, students should:

- Write daily for extended periods of time on topics they choose in all subject areas.
- Take their written work through the writing process.

- Have a well-developed sense of what makes a good piece of writing, and strategies for making work better and more interesting by utilizing writing rubrics and displaying good writing traits.
- Continue to write in a variety of genres and maintain a collection of their writing in a portfolio.
- Have opportunities to share finished work with an audience.

Writing—Purposes

By the end of the school year, students should:

- Write in order to:
 - Share an experience or event, real or imagined (narrative).
 - Learn new things and communicate information to others (report writing).
 - Respond to literature.
 - Describe how to do something (procedural writing).
- Begin to include details that establish a mood and tone in their writing.
- Include different types of characters in short stories, stories and plays developed more fully with dialogue and description.
- Use author's study to incorporate language and ideas into their own writing.
- Determine the purpose (e.g. to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.
- The student develops and demonstrates creative writing.
- The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
- The student will demonstrate beginning cursive writing skills. The student will write words using upper and lower case letters, proper spacing, and sequencing.

Writing—Language Use and Conventions

By the end of the school year, students should:

- Spell most words correctly, and notice when a word does not look correct.
- Include new and more sophisticated vocabulary in their writing.
- Use punctuation and writing conventions correctly almost always.
- Use classroom resources, (dictionary) to help with writing and editing.
- Use organizational strategies (e.g. graphic organizer, log) to make a plan for writing that includes the main idea.
- Apply tools or strategies to refine the draft (e.g. peer review, checklists, rubrics) for clarity and effectiveness.

Listening and Speaking

By the end of the school year, students should:

- Listen and speak daily in whole class and small group discussions, and in one to one conversations with the teacher in order to:
 - Continue to add to their vocabulary.
 - Share ideas, facts, observations, and opinions with classmates and teachers.
 - Demonstrate the difference between fact and opinion.
 - Be able to support opinions with reasons.
 - Present a short oral report.
 - Give or follow multi-step directions.
 - Listen respectfully and take turns speaking.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Count, use, and read numbers through 100,000.
- Count to 100 by twos, threes, fours, fives, and tens.
- Learn about positive and negative numbers.
- Estimate numbers by rounding, using number lines, and measuring instruments such as thermometers or yard sticks.
- Predict when the sum of two numbers will be odd or even.
- Add two, three, and four digit numbers with sums less than 10,000.
- Subtract two numbers each less than 10,000.
- Explore the role of zero and one in multiplication.
- Experiment with grouping two or more factors when multiplying (associative law).
- Study short and long division procedures.
- Explore division as finding the number of equal groups of items.
- Explore the relationship of multiplication and division.
- Compare fractions using $<$ and $>$ symbols.
- Use the terms “numerator” and “denominator”.
- Understand the relationship between fractions and decimals.
- Add and subtract fractions with like denominators.
- Add and subtract decimals with one place (tenths).

Geometry and Measurement Concepts

By the end of the school year, students should:

- Identify equivalent units of measure (12 inches = 1 foot). Use a ruler to solve problems involving the length of sides of squares and rectangles.
- Identify time to hour, half hour, and quarter hour using analog and digital clocks.
- Identify time to the minute and elapsed time.
- Identify the months of the year in relation to calendars.
- Find the distance around polygons (perimeter).

- Investigate the properties of circles, including diameter and radius.
- Describe and analyze properties of two-dimensional shapes.
- Explore three-dimensional figures to begin the understanding of volume.
- Investigate symmetry.
- Locate points on a grid and a map and be able to graph ordered pairs.
- Investigate solid figures, such as cubes.
- Relating the differences and similarities of shapes and solids.
- Identify money, count and make change.
- Subtract and add money
- Identify customary units of capacity such as milliliters and liters
- Identify customary units of weight such as grams and kilograms
- Tell temperature in Fahrenheit and Celsius degrees.

Function and Algebra Concepts

By the end of the school year, students should:

- Use formulas to find perimeter and area of geometric shapes.
- Explore and explain commutative and associative properties of multiplication and addition.
- Find the average (mean) and mode of a set of data.
- Understand the concept of equations and how to solve them

Statistics and Probability Concepts

By the end of the school year, students should:

- Organize data using tables, pictographs, line graphs, and bar graphs.
- Using tally charts, and line plots to organize data.
- Discuss graphs found in everyday publications.
- Conduct experiments and predict outcomes.
- Understand and use fractional notation to show the probability of the outcome of an experiment.

Mathematical Process

By the end of the school year, students should:

- Draw pictures, charts, and diagrams to help understand problem information.
- Clarify problems by discussing them with classmates.
- Use estimation, number relationships, and mathematical checks to justify answers.
- Break a problem into parts to make it easier to solve.
- Identify missing information in a problem.
- Recognize the use of mathematics in other subject areas such as Science, and Social Studies.
- Understanding 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:

- Continue to observe, investigate, describe, and classify properties of matter and interaction.
- Observe and investigate examples of interaction and variables associated with the water cycle.
- Conduct simple experiments to explore electrical energy.

Life Sciences

By the end of the school year, students should:

- Demonstrate an understanding of the life cycle of organisms.
- Investigate the characteristics of vertebrates.
- Observe and explain how plants and animals depend on each other (ecosystems).

Earth and Space Sciences

By the end of the school year, students should:

- Observe and investigate Earth's geology.
- Begin to investigate the effects of the interrelationships among the Sun, the Earth, and the Moon.

Scientific Thinking

By the end of the school year, students should:

- Begin to describe natural events using scientific language.
- Work cooperatively and independently to solve scientific problems through experimentation.
- Be able to complete a science lab using the steps of the scientific method.

Scientific Tools and Technology

By the end of the school year, students should:

- Continue to use technology and scientific tool to conduct and record experiments (magnifiers, thermometers, charts, and tables).
- Continue to use standard and non-standard units of measurement to record, read, and understand experiment results.

Social Studies

In Grade Three, students will learn about communities that reflect the diversity of the world's people and cultures. They will study western and non-western examples from a variety of geographic areas. Students also begin to learn about historic chronology by using time lines. Students locate world communities, and learn how these communities meet basic needs and wants.

History

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

- What a culture is and what a civilization is.
- How and why cultures change.
- Where people settle/live and why.
- Study the different ways in which world communities transmit values, ideas, beliefs, and traditions in the context of a multicultural society.
- View historical events through art, writing, music, and artifacts.

Geography

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

- World communities can be located on maps and globes (latitude and longitude).
- Regions represent areas of the Earth's surface with unifying geographic characteristics.
- The Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.
- World communities are influenced by environmental and geographic factors.
- Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- Label the continents and ocean on a world map.
- Identify elements on a map, such as key/legend, cardinal directions, and compass rose.

Economics

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

- Societies organize their economies around goods and services.
- Human needs and wants differ.
- How people in world communities locate, develop, and make use of their natural resources.
- Investigate how all world communities make economic decisions.
- Recognize that buyers and sellers interact to exchange goods and services through the use of trade and money.

Political

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

- Various holidays and festivals are celebrated in world communities.
- Why people in world communities form governments.
- How governments in world communities plan, organize, and make decisions.
- Explain how government was established through a written Constitution.
- Identify the levels of government (local, state, federal).

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.

Some real-world examples from our school include a biennial Jewish History Fair, an annual *Sukkah Hop*, *Tashlikh Service*, and Model Seders.

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 each week. So too, Kashrut is strictly observed throughout the school. At the same time, we teach respect for teachers through an emphasis on proper behavior (*derekh erez*).

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.

Tefillah

Tefillah is seen as the central way we express our thoughts, needs, and wishes as Jewish people. Tefillah 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, tefillah is always done in Hebrew. Boys and girls participate equally in all aspects of the school's curriculum and Jewish experiences.

We teach tefillah both to help children learn the *matbayah tefillah* (the way the tefillot are recited in the synagogue services) and the ideas and aspirations the tefillah encompasses.

Tefillah is a sequential curriculum. Each year builds on the tefillot 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 tefillot. By the end of Middle School, students are expert-level tefillah-leaders.

Tefillah is a daily experience. On Friday, the children anticipate the beginning of Shabbat through the Kabbalat Shabbat. An overt connection is made between our school celebration and home observances and celebrations. Because Hebrew reading and writing is a central part of the Third Grade program, the children use a written text for learning the tefillot. Therefore, beginning in Grade One and continuing through Grade Three we introduce the use of Siddur Meforash for daily tefillah. Its large print makes it easy to follow. The children received their own siddur at Kabbalat HaSiddur during First Grade. They learn how to use the siddur as part of the tefillot. They study the organization and structure of the siddur.

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

Modeh Ani; Mah Tov; Yigdal; Birchot haShachar; Baruch Sheamar; Ashrei; Haleluyah; Az Yashir Moshe; Yishtabach; Barcho...Yotzer Or; Shema v'ahavtah; the entire daily Amidah; Torah Tzeva Lano Moshe; Birchot haTorah; V'zot HaTorah; Aleinu; Ayn Keloheino; Adon Olam; Kiddush Shel Shabbat; Kabbalat Shabbat; and parts of Hallel for Rosh Hodesh and Holidays.

In addition to these tefillot, students are expected to be familiar with the following tefillot in the Hagadah:

Ma Nishtana, Kadash, Urchatz, Avadim Hayinu, all the brachot that are included in the Hagadah, parts of Hallel, Kiddush Shel Pesach, echad Me Yodeah, Adir Who, Chad Gadya

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.

The Tal AM program provides curriculum which includes Shabbat and Holidays. It is fully integrated with the Hebrew curriculum and includes a variety of workbooks and reading books.

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.

Torah Study in Schechter consists of both weekly study of the week's Torah Portion (Parashat Ha'Shavua) in which students learn to glean the relevant *mitzvot* and values and apply them to their daily lives. Torah Study also consists of more detailed study each year of different biblical texts.

The focus of the school year is the study of Avraham as the first Jew and the beginning of our people's relationship with God and our role as a Chosen People in *Parshiyot Lech lecha and Vayera*. Beginning with the story of God's command to Avram to leave his homeland, the children learn about the major episodes of Avraham's life. The children study Avraham to see the personal and religious qualities he possessed.

As was started in Second Grade, the children use a Hebrew text for their Torah Study. As the children's ability with Hebrew grows, they are able to focus on the differences between Biblical and Modern Hebrew.

Hebrew Language

The Third Grade Tal AM curriculum is a spiraled continuation of Second Grade both in skills and content.

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

- Read and understand class material.
- Speak and write in complete sentences.
- Begin to apply rules of grammar appropriate to Third Grade in both speaking and writing.
- Actively and comfortably use classroom vocabulary words.

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 symbol (menorah) and flag of Israel.

Through our annual celebration of Yom Ha'Atzmaut (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. The children regularly engage in projects fostering their connection to the State of Israel and our responsibility to the people of Israel. These projects range from letter writing to tzedakah projects.

In Grade Three, students study Theodor Herzl and the founding of the Zionism in addition to David Ben-Gurion and the founding of the modern State of Israel. They become more familiar with the map of Israel – including not only the modern state, but of biblical events as well.

Resource Program

21st Century Technology & Learning

At MJGDS, we incorporate 21st Century skills with academic curriculum. Computer technologies are utilized as a tool for students to use in creating, communicating, making connections, researching, and solving problems. Never are computer skills taught in isolation; students acquire fluency with technology concepts, applications, terminologies and troubleshooting through working on projects and assignments that enhance and extend classroom learning. Our program provides a framework for the development of 21st century literacies including information literacy, media literacy, digital citizenship, global literacy and network literacy. All lessons are designed to help students meet [ISTE's NETS](#) (National Educational Technology Standards) for students. The NETS provide a foundation for “what students should know and be able to do to learn effectively and live productively in an increasingly digital world.”

These include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

In Second and Third grades, students become increasingly proficient with file management. They are introduced to more complex tools and processes for creation of original works. They plan projects that require multiple steps, critical thinking, and information literacy. Digital citizenship is further developed as students are introduced to concepts of copyright and ethical use.

Library

Students in Third Grade visit the library one time a week for scheduled classes and additionally as many times as needed. Students are taught an information literacy curriculum and participate in various author and genre studies as well. In addition, students present the WJEW morning news broadcast one day a week on a rotating basis. Each student has the opportunity to participate as anchor, co-anchor, camera operator, switcher and floor manager at various times during the year. Students also learn to operate the studio camera, switching equipment, video distributions system, and audio equipment.

3rd grade also participates in the shelf adoption program, where students may voluntarily “adopt” a shelf and maintain it during each library visit. Stars are earned for passed “shelf inspections” and then used to checkout additional materials over the checkout limit, have additional computer time, or traded for prizes at the end of the year during library store time. The Shelf Adoption Program has been extremely successful at promoting library ownership and student responsibility.

Art

Each Third Grader has Art once a week.

Skills and techniques

Students will be given the opportunity to create art using a variety of techniques and different mediums. The mediums they will use include, but are not limited to: tempera paint, colored pencils, watercolor paint, oil pastels, markers, and clay. They will develop their painting, drawing, sculpting and printmaking techniques. They will identify, use and compare the elements and principles of design. The elements of art are line, shape, color, value, form, space and texture. The principles of art are balance, contrast, emphasis, movement, pattern, rhythm, and unity. They will draw from experience, observation and imagination. They will use computer technology skills to create works of art.

Creation and Communication

Students will use personal experience, observation and imagination to create works of art while using a variety of themes. They will be able to explain their intentions in personal works of art. Students will identify artwork created for cultural, commercial and expressive purposes.

Cultural and historical connections

Students will identify and describe the characteristics of artworks of specific time periods and cultures. Artists studied may vary from

Pablo Picasso, Wassily Kandinsky, Nam June Paik, Frida Kahlo to Leonardo DaVinci. Cultures studied can vary from Africa, Australian Aboriginal art, Japanese Art, ... They will discuss the use of historical markings and visual symbols in works of art, for example, cave paintings or hieroglyphics.

Aesthetic and Critical Analysis

Students will learn how a work of art can be judged by one or more perspectives such as economic, cultural, functional historical, or religious,

Applications to life

Students will understand how art impacts everyday life and understand various art careers.

Music

The music program combines the playing of both pitched and unpitched instruments to teach beat competence, rhythm, melodic patterns and basic note reading. Music theory and notation is taught to explain melody, harmony and accompaniment, counterpoint, canons, rounds, dynamics, and expression.

Music appreciation units are comprised of famous composers and their respective musical genres, world music, and popular music. Additional educational units cover conducting, instrumental families, and holiday music. Students are provided with social, historical, and cultural information pertaining to each unit.

By the end of the school year students should be able to

- Identify simple rhythmic notation (whole, half, quarter, eighth notes), simple time meter (4/4, 3/4, 2/4), and know the basic components of music notation (staff, G Clef, F Clef, time signature, bar lines, double bar lines)
- Understand and use musical terminology to describe tempo and dynamics – allegro, presto, largo, lento, piano, pianissimo, forte, fortissimo
- Read a simple C Major scale
- Differentiate between major and minor sound
- Perform a basic 1-octave piece using combining pitch and note duration
- Understand the different roles of musicians – conductor, composer, performer
- “Answer” a rhythm using beats and rests
- Sing a basic song in a 1-octave range
- Follow conductor hand signals
- Sight read simple musical compositions in C Major
- Know the difference between accidental signs – sharp, flat, natural

Physical Education

Students at MJGDS have PE three times a week.

Movement Competency

Children will be able to strike moving and stationary objects toward desired location. They will maintain and control dribbling with hands or feet against defender. Students will be capable of throwing balls of various shapes and sizes to a partner using correct motion. They will continuously jump a self-turned rope.

Cognitive Abilities

Students will be able to describe offensive and defensive tactics. They will analyze peers and provide feedback. They will also understand the importance of safety rules and procedures in all physical activities.

Lifetime Fitness

Students will be able to demonstrate involvement in individual or team sports or games during and after school. They will be able to understand muscle strength and endurance and how they affect performance. Children will understand physical fitness and the role of the heart and lungs in cardio-respiratory endurance.

Responsible Behavior and Values

Students will work with others of all levels and try new activities. They will cooperate and share without gloating. They will also develop an appreciation for others' accomplishments.