

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

*General Studies
Judaic Studies
Resource Program*

ושננתם לבניך

“And you shall teach
your children...”



**MARTIN J. GOTTLIEB
DAY SCHOOL**
A SOLOMON SCHECHTER SCHOOL

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 Fourth Grade to earn promotion to the Fifth 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:

- Read and understand at least four books chosen by the teacher for a literature-based curriculum.
- Read and understand a variety of literature, including but not limited to novels, short stories, and poetry.
- Show evidence of understanding their reading in both writing and classroom discussion.
- Relate new ideas and information in books to previous knowledge and personal experience.
- Read familiar books aloud:
 - With accuracy and expression.
 - Using strategies for self-correction.
 - Using strategies to figure out unfamiliar words.
- Read and understand chapter books, on or above grade level.
- Read silently and independently.
- Adjust reading rate based on purpose, text difficulty, form, and style.
- Use computer software to support reading.
- Use reference books to obtain information and learn new words daily.
- Discuss books daily with the teacher, classmate or in groups.

Reading—Getting the Meaning

By the end of the school year, students should:

- Be able to write about, discuss, including but not limited to summarizing the plot, setting, character, main ideas and supporting details, cause and effect, implied message, inference, chronological order of events, and paraphrasing in books they have read.
- Compare and contrast characters, setting, and plot from one book to another, as well as with short stories and plays.
- Use context clues to further enhance comprehension.
- Use a variety of graphic organizers to improve comprehension.
- Employ self-questioning techniques to improve reading comprehension.
- Expand their growing vocabulary, through reading and Wordly Wise.

Literature

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

- Identify similar themes across different books.
- Identify the author's purpose for writing.
- Think about the author's word choices and decisions about content.
- Compare and contrast different types of literature.
- Compare and contrast character traits among characters within a story as well as between stories.
- Develop ideas (for example, draw conclusions and make predictions, inferences) about events, characters and settings.
- Be able to select books based on personal needs and interests.

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 the following types of writing:

- Informational Writing, such as a Science or Social Studies report. This writing should include appropriate facts and details.
- A response to literature, such as a book review/book trailer. This writing should show an understanding of the book's story, setting, and characters.
- A story, fictional or autobiographical. This writing should establish interesting characters and situations, and should include details and descriptions.
- A persuasive text that will establish and develop a controlling idea with supporting arguments for the validity of that idea.
- A narrative procedure explaining how to do something. 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 for a published piece.
- Make reflective comments on the classroom blog that are meaningful and incorporate good spelling, grammar, and writing techniques.
- Use classroom resources to help with writing and editing.

By the end of the year, students should:

- Write daily on topics they choose in all subject areas.
- Include new and more sophisticated vocabulary in their writing.
- Have a well-developed sense of what makes a good piece of writing and strategies for making work better and more

interesting by utilizing a writing rubric and displaying good writing traits.

- Have opportunities to share finished work with an audience.
- 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.
- Use classroom resources to help with writing and editing.

Speaking, Listening, and Viewing

By the end of the year, the student should:

- Listen and speak daily in whole class and small group discussions as well as in one-to-one conversations with the teacher.
- Share ideas, facts, observations and opinions with classmates and teachers.
- Demonstrate the difference between "fact" and "opinion".
- Present a short, oral report.
- Collect information and identify important ideas.
- Ask questions to further understanding, and repeat what they have heard in their own words.
- Respond to questions thoughtfully, using details and examples.
- Take turns speaking, and respond to each other's questions and comments.
- Express opinions and back them up with reasons.
- Use appropriate digital tools (e.g. word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.
- Select and use appropriate available technologies to enhance communication and achieve a purpose (e.g. video presentations).

Grammar and Usage of the English Language

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

- Grammar, including nouns, verbs, adjectives, adverbs, subjective and objective pronouns, demonstrative pronouns, and conjunctions.
- Present and past verb tense, noun-pronoun agreement, noun-verb agreement, and noun-pronoun agreement.
- Ending punctuation for declarative, interrogative, imperative, and exclamatory sentences.

- Subject and predicate, both simple and complete.
- Paragraph structure, including rules of dividing a piece into paragraphs.
- Punctuation such as commas, apostrophes, colons, quotation marks in dialogue, and apostrophes in singular possessives.
- Capitalization for proper nouns.
- Spelling strategies for Fourth Grade content-area vocabulary.

Mathematics

Arithmetic and Number Concepts

By the end of the school year, students should:

- Add, subtract, multiply, and divide whole numbers, without calculators.
- Multiply multi-digit numbers through four digits.
- Understand the properties of addition, subtraction, multiplication, and division.
- Understand the order of operations.
- Read and write whole numbers to hundred millions.
- Learn about special numbers (primes, factors, multiples, square numbers).
- Use concrete and abstract models of simple fractions.
- Use single decimal numbers and percents.
- Demonstrate rounding and estimation skills.
- Use recall, mental math, and pencil and paper to get solutions.
- Use short and long division, with and without remainders.

Geometry and Measurement Concepts

By the end of the school year, students should:

- Identify and describe geometric figures (triangles, squares, rectangles).
- Read and draw simple maps using coordinates.
- Use basic ways of estimating and measuring the size of figures and objects in the real world.
- Select units of measure (pounds, inches, minutes) for estimating and determining quantities such as weight, area, and time.
- Calculate the elapsed time to the hour and half hour.
- Use pictures and diagrams to show perimeter, area, volume, and circumference.
- Use pictures and diagrams to model lines of symmetry.

Function and Algebra Concepts

By the end of the school year, students should:

- Recognize, describe, extend, and create repeating patterns.

- Recognize, describe, extend, and create growing patterns.
- Use letters, boxes, or other symbols to stand for any number or object.
- Use beginning concept of "variable."
- Write algebraic expressions for functions with two operations.

Statistics and Probability Concepts

By the end of the school year, students should:

- Collect and organize information.
- Gather data about an entire group by sampling group members.
- Find the average, median, mode, and range of a set of numbers.
- Find combinations and arrangements of a group of objects.
- Predict results and find out why some results are more likely than others, less likely than others, or equally likely as others.
- Show data in tables, charts, and graphs.

Mathematical Process

By the end of the school year, students should:

- Create, analyze, and solve word problems.
- Give basic statements of problem situations.
- Identify missing information in a story problem.
- Identify the hidden question in word problems.
- Solve multi-step word problems.
- Explain how solutions to problems can be applied to other school subjects and in real-world situations.
- Develop formal and informal mathematics vocabularies.
- 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.
- Understanding that a group of things may be researched by studying just a few of them.

Science

Science in Grades 4 & 5 is cross-grouped. Please consult the following key to help you understand which standards students will master in which academic school year:

Key:

- 2011-2012 school year
- 2012-2013 school year
- every school year

Physical Sciences

By the end of the school year, students should:

- Continue to investigate and describe variables of shape, material, and mass.
- Understanding of phase change.
- Know that objects and substances can be classified by their chemical and physical properties.
- Develop a deeper understanding of electrical circuits, including parallel and series circuits.
- Observe and investigate how light, heat, electrical, and sound affect objects.
- Know that some materials conduct heat better than others.

Life Sciences

By the end of the school year, students should:

- Observe, explain, and give demonstrate an understanding of how plants and animals depend upon each other and how these characteristics help them survive in different environments (adaptation/interdependence).
- Demonstrate an understanding of the life cycles of organisms.
- Investigate how adaptations, interdependence, and environment help certain organisms survive.
- Know the parts of plant and animal cells.
- Understand how body systems interact.
- Use magnifying tools to identify similar cells and different kinds of structures.
- Understand how similar cells are organized to form structures.

Earth and Space Sciences

By the end of the school year, students should:

- Understand the stages of the rock cycle.
- Understand how the eroded materials are transported and deposited over time.
- Understand the process of weathering.
- Understand that geological features result from the movement of the crust of the Earth.
- Understand how the Earth, the Moon, and other objects in the sky move in regular patterns.
- Understand the effect of the tilt of the Earth.
- Understand the phases of the moon.

Scientific Thinking

By the end of the school year, students should:

- Work independently and cooperatively to solve problems, using a variety of inquiry skills.
- Apply the scientific method.
- Ask appropriate questions that can be investigated by performing experiments.

- Communicate their experiences and observations in a variety of ways.

Scientific Tools and Technology

By the end of the school year, students should:

- Continue to use technology and tools such as magnifiers, thermometers, balances (scale), and computers.
- Continue to use standard and non-standard units of measurement for length, width, weight, and volume, and record data.
- Continue to use data tables and graphs to record, read, and understand scientific data/results.

Social Studies

History

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

- Primary and secondary resources to identify significant individuals and events throughout Florida history.
- The purpose of timelines to sequence key events in Florida history.
- Native American tribes in Florida.
- Explorers who came to Florida and the motivations for their expeditions.
- Causes and effects of European colonization on the Native American tribes of Florida.
- Significance of St. Augustine as the oldest permanent European settlement in the United States.
- The purpose of and daily life on missions.
- The significance of Fort Mose as the first free African community in the United States.
- The effects of Spanish rule in Florida.
- The nations (Spain, France, England) that controlled Florida before it became a United States territory.
- How the Seminole tribe formed and the purpose for their migration.
- How Florida (Adams-Onis Treaty) became a U.S. territory.
- Causes and effects of the Seminole Wars.
- The effects of technological advances in Florida.
- Pioneer life in Florida.
- Florida's involvement in the Civil War.
- The challenges Floridians faced during Reconstruction.
- The effects of the Spanish American War on Florida.
- Causes and effects of the 1920's Florida land boom and bust.

- Challenges Floridians faced during the Great Depression.
- Florida's role in World War II
- Florida's role in the Civil Rights Movement.
- How and why immigration impacts Florida.

Geography

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

- Location of Florida.
- Identify physical features of Florida
- Locate and label cultural features on a Florida map.
- Explain how weather impacts Florida.
- Interpret political and physical maps using map elements (title, compass rose, cardinal directions, symbols, legend, scale, longitude, latitude).

Economics

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

- The economic development of Florida's major industries.
- Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
- Explain Florida's role in national and international economy and conditions that attract businesses to the state.
- The effect of the United States space program on Florida's economy and growth.
- How tourism affects Florida's growth and economy.

Political

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

- How Florida's constitution protects the rights of citizens and provides structure, function, and purposes of state government.
- The three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
- Difference between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- The ways citizens work together to influence government and help solve community and state problems.

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*, *Tashikh 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.

By the end of the Fourth 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; Yishtabach; Hatzi Kaddish; Az Yashir Moshe; Barcho...Yotzer Or...Or Chadash; Ahaba Raba, Shema v'ahavtah and v'yomer; the entire Amidah and Oseh Shalom; Vayehi Binsoa HaAron; Torah Tzeva Lano Moshe; Birchot haTorah; V'zot HaTorah; Aleino; Ayn Keloheino; AdonOlam; Kiddush Shel Shabbat; Kabbalat Shabbat; Tefilot Mincha – Ashrei, Amidah, Aleino, parts of Hallel and Birkat HaMazon.

Students in Grade Four will also begin to master *ta'amei ha-mikrah*, trop for Megillat Ester – the musical notation system for properly chanting the Scroll of Esther (read on Purim).

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 Holiday curriculum is integrated with the Torah curriculum, which will introduce students to rabbinic commentary, here with the commentaries of Chazal on such holidays as Yom Kippur, Purim and Shavuot.

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.

In Fourth Grade, the Torah track of Tal AM focuses on Sefer Shemot (the Book of Exodus) and further develops reading and comprehension competencies in Chumash, focusing on Torah commentary. The primary text is Sefer Shemot, Chapters 1-17 which emphasizes the theme of slavery and then Exodus from Egypt.

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 Fourth Grade Tal AM curriculum is a spiraled continuation of Third Grade both in skills and content. It also introduces new learning to acquire skills such as:

- Brainstorming skills.
- Improving retention of new vocabulary and language skills.
- Creative and constructive peer learning.

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

- Answer all questions using complete sentences.
- Understand short stories and write short stories.
- Apply rules of grammar appropriate to Fourth Grade.
- Assimilate new vocabulary words including correct verb formation in both past and present tense.
- Follow all class directions.

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.

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. In Fourth grade, the children experience the special connection of Am Israel to Jerusalem and the centrality of Jerusalem to Am Israel and to the world.

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

Fourth grade students have developed beginning fluency with digital tools and processes. This enables them to use tools in a variety of ways as part of their academic pursuits. Fourth graders are able to independently troubleshoot many technical problems and are increasingly competent with file management, keyboarding and navigating digital environments. They have a growing sophistication in their understanding of digital citizenship and the implications of online behavior.

Library

Fourth Grade students at MJGDS attend library class one time a week for 40 minutes. In library the students learn information literacy skills and study various authors and genres. In addition, 4th graders participate in WJEW news one morning a week. Each student has the opportunity to participate as anchor, co-anchor, cameraperson, switcher, and floor manager on a rotating basis during the school year. Students learn to operate the studio camera, switcher, video distribution system, and sound equipment.

Fourth 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

Every Fourth 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, charcoal, markers, and clay. They will develop painting, drawing, sculpting and printmaking techniques. They will demonstrate how the elements of design affect the 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 compare and contrast art from different 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, etc. 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 singing and playing of percussion instruments to teach rhythmic concepts, note reading and sight-singing. Solfège (do-re-mi) is used to explain melody, harmony and accompaniment. Vocal exercises are done to practice and strengthen breath control, intonation, timbre, vibrato, diction, and phrasing.

Music appreciation units are comprised popular, folk, Broadway, Americana, patriotic, holiday, and Jewish and Israeli music. Students are provided with social, historical, and cultural information pertaining to each performance piece.

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

- Read a simple C Major scale using letters, numbers, and Solfège
- Speak rhythm of song with and without clapping
- Read and utilize musical terminology during rehearsal and performance
- Follow conductor hand cues and use them to enhance performance
- Use appropriate pronunciation and accent while singing in various foreign languages
- Perform a piece of music in a round
- Perform a piece of music using two-part counterpoint
- Sing using basic harmonization
- “Answer” a rhythm using beats and rests
- Sight-sing simple musical melody in C Major

Physical Education

Students at MJGDS have PE three times a week.

Movement Competency

Students will have the ability to strike objects at intended direction and specific height. They will dribble and pass to a moving partner. They will develop knowledge of a teacher-designed sequence while demonstrating balance, coordination and smooth transitions.

Cognitive Abilities

Students will understand the importance of safety procedures during high-risk activities. They will identify basic offensive and defensive tactics for invasion and net games. They will detect errors in movement patterns and compare and contrast sports with similar patterns.

Lifetime Fitness

Children will implement at least one lifestyle behavior to increase physical activity. They will make observations about one's personal level of physical activity. Students will be able to identify muscle being strengthened during specific activity. They will also recognize the benefits of maintaining healthy body composition.

Responsible Behavior and Values

Students will encourage others and refrain from using putdowns. They will recognize physical activity as a positive social environment. They will practice individual skills for which improvement is needed.