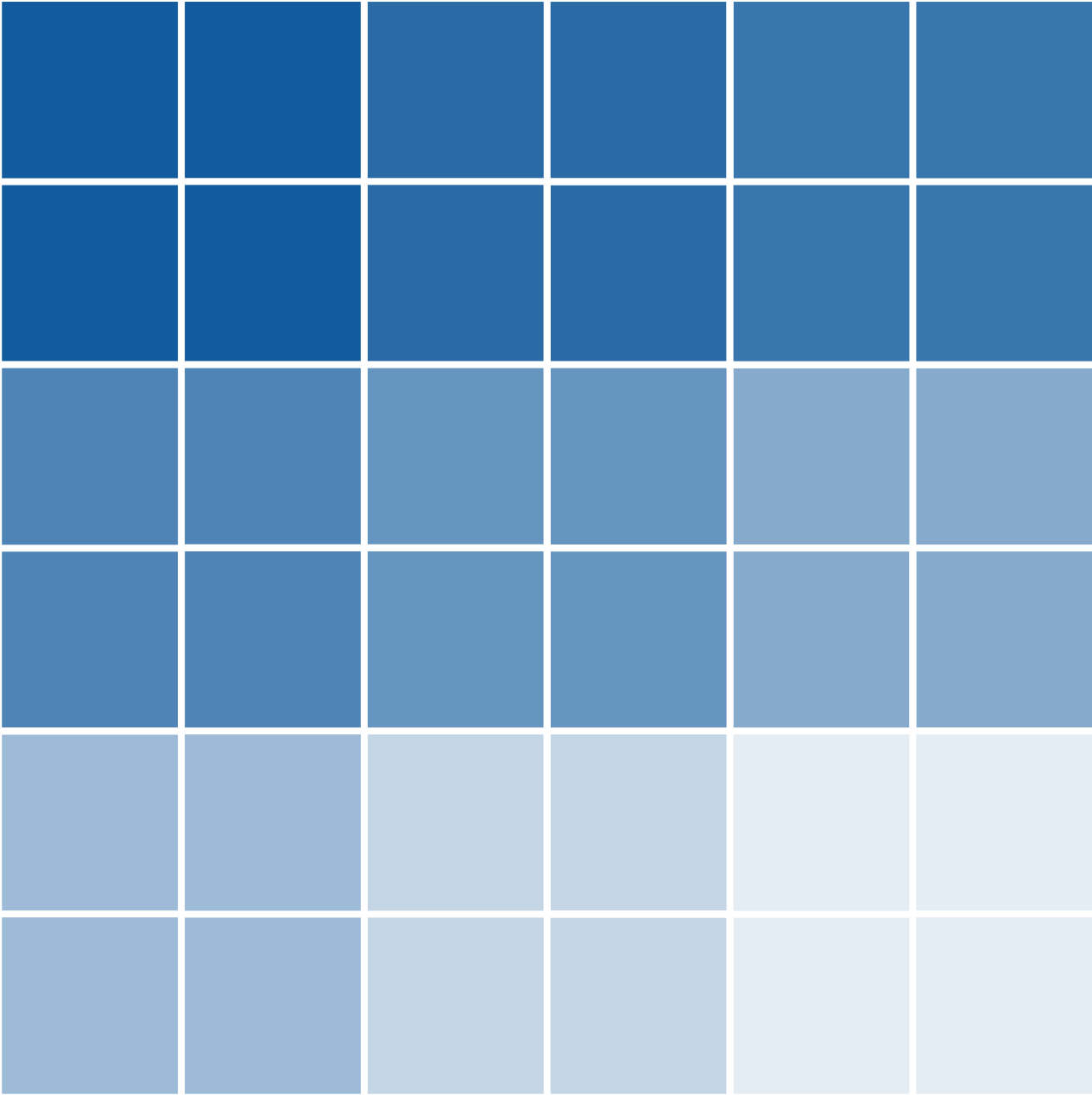


FUCHS MIZRACHI LOWER SCHOOL CURRICULUM

LANGUAGE ARTS. SOCIAL STUDIES. MATHEMATICS. TANACH. ART. STEAM



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First Grade	<p>First Graders will discover their sense of self, their place in their families and who they are in their larger communities. In first grade, an emphasis is placed on the social and emotional growth of the students. First graders learn to work in small groups, 1:1 peer collaborations and sustain independent working time as well. In tandem with discovery of self, in the academic arena, students in the first grade spend the year developing and honing their student skills, an understanding of their individual learning styles and their strengths and weaknesses as learners. First Graders truly grow into readers, writers, scientists, mathematicians, engineers and anthropologist. In developing the whole child first graders learn to celebrate success and understand feedback as a learning tool.</p>
Language Arts	<p>Language Arts First Graders use a 5 pronged approach to literacy to build reading fluency and comprehension. This approach continues through the third grade when students become more independent and dynamic in their text choices.</p> <p>Phonics & Phonemic Awareness: First graders master the letter names and sound relationships. Students decode and encode: CVC (consonant, vowel, consonant), CCVC and CCVCC words. Students also start to develop a “bank” of the first 100 Frye words in their reading and writing. Students also begin to develop word attack skills for multisyllabic words.</p> <p>Fluency: We measure fluency as words per minute and accuracy rates. First graders learn the value of fluency practice and participate in it to better evolve into readers with strong comprehension skills.</p> <p>Vocabulary: First graders learn to decipher unknown words through development of the following skills: context clues and locating root words and affixes.</p> <p>Comprehension: First graders learn to read fiction and nonfiction narratives and to answer literal and informative questions based on the text. First graders also begin to use title and graphics to help make predictions; before, during and after reading. Students also begin to evaluate texts and use sequence to locate Main Idea.</p> <p>With the 5 prong approach students also receive direct writing instruction,</p> <p>Writing: First graders learn basic punctuation and grammar rules – such as periods, capital letters and sentence structure. Students are also introduced to a variety of graphic organizers to aid in their writing development. Student write short retells and start to write creatively.</p> <p>Each classroom is made of student led small group learning: (flexible or skill based); teacher directed instruction (whole or small group based) and independent learning opportunities.</p>
SS	<p>Social Studies First Grade examines identity, community, nation and world. Concurrent with that the first graders begin to develop historical thinking skills like: questioning, research, collaboration, communication, presentation, investigation and reflection.</p>
Mathematics	<p>Mathematics First Grade explores counting, comparing, ordering and place value up to three digits. The first graders begin to develop and hone skills in addition and subtraction using models, numbers and symbols for facts in numbers to 20 and beyond while also acquiring strategies for mental math and data analysis. The first graders spend their year examining patterns, properties and relationships in order to gain skills in identifying, classifying and creating 2D and 3D shapes. First graders also investigates money by identifying and relating coin values, counting and making coin combinations and making change to a dollar. Lastly, the first graders begin an exploration of measurement and data collection. Most important and a constant in each Lower School class is the aim to: expand mathematical communication, connections and representation while also creating organic opportunities for distributive practice.</p>
STEAM	<p>STEAM Science: The study of the natural world. Technology: STEAM definition for technology is not only DIGITAL it also includes any product made by humans to meet a want or need; i.e. any product students create to solve a problem can be regarded as technology. Engineering: The design process students use to solve problems. Art: integration of Art education and production to support or represent the concrete objectives Math: The language of numbers, shapes, and quantities that often seems irrelevant or out of context to many students.</p>

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Second Grade

Second Graders further develop the student skills acquired in the first grade. Second graders produce longer and varied writing samples; work with larger numbers and deeper mathematical concepts and spend time on social studies and science concepts based on the interests of the students and or connections to the content. Additionally, the second graders become more sophisticated in their ability to self and peer edit their work and as collaborative learning partners. Development of the social/emotional skills continues in the second grade; students engage in workshops to develop positive relationships, learn effective communication skills and how to problem solve.

Language Arts

Language Arts

Continuing with the 5 pronged approach the second graders continue working towards independence in reading by building off of the following:

Phonics & Phonemic Awareness: Second graders work with even more complex letter blends and phonics patterns to decode and encode: CVC (consonant, vowel, consonant), CVCC, CCVC and CCVCC words. Students further develop their “bank” of High Frequency words incorporating the first 100 and 200 Frye words into their reading and writing. Students continue to develop word attack skills for multisyllabic and off pattern words.

Fluency: We continue to measure fluency as words per minute and accuracy rates. Second graders track their fluency to ensure their own progress and continue honing these skills in order to better their comprehension skills.

Vocabulary: Second graders continue to build meaning through context clues and locating root words and affixes. Additionally, students begin to cluster unknown words into same and opposite words to help them discover meaning.

Comprehension: Second graders continue reading across genres for literal meaning and to answer informative questions based on specific texts. Students start to build off of their predicting skills and start to infer meaning through context clues and text evaluation.

Concurrent with the 5 prong approach students also receive direct writing instruction,

Writing: Second graders build off their foundational skills in punctuation and grammar and start learning about three different commas, two types of apostrophes and parts of speech. Students continue working with a variety of graphic organizers to aid in their writing development. In informative writing, students begin to include transition words and text detail while crafting paragraphs with: topic sentences, details and concluding sentences. Additionally, students continue to write creatively, writing: stories, legends or their own folk tales.

Each classroom is made of student led small group learning: (flexible or skill based); teacher directed instruction (whole or small group based) and independent learning opportunities.

SS

Social Studies

Second Grade connects the skills gained in first grade and begins a year-long Native American study. Over the second half of this unit students begin to study the first Americans and the impact European settlers had on the Native population; what westward expansion was and stereotypes of these cultures that we still see today. This further develops the students' ideas and understanding of: conflict, consequences, reform and change.

Mathematics

Mathematics

Second Grade explores place value and addition and subtraction in numbers to 1,000 in standard, word and expanded forms. The second graders start to investigate fractions, multiplication and division as repeated addition and subtraction. The second graders also further develop skills in comparing and ordering numbers, mental math strategies, data analysis, measurement and time and explore money through the decimal point in terms of parts and wholes as a preparation for fractions. Additionally, the second graders solve real world problems using concrete, pictorial and symbolic models while developing an algebraic foundation with patterns, properties, functional relationships and equations. Additionally the second graders work to become fluent in the traditional algorithms for multi digit computation. Most important and a constant in each Lower School class is the aim to: expand mathematical communication, connections and representation while also creating organic opportunities for distributive practice.

STEAM

STEAM

First, Second and Third: Students in first through third spend the start of their STEAM learning careers exploring how to ask and answer essential questions. Students learn how essential questioning can guide discovery while also acquiring scientific vocabulary and language until they become become fluent in it. Students in these grades develop the ability to become independent in research and recording data to support a bigger objective. Every year the STEAM topic changes but the objectives and goals remain the same.

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Third Grade	<p>Third grade challenges our students to sustain longer independent working times and more independence and responsibility in their collaborative experiences. In third grade students also learn how to read and report the news and or current events. The third graders read between 4-6 novels as a class and embark on week long social studies or science complimentary units fully integrating the learning experience. In math, the third graders work with even bigger numbers and acquire fluency in multiplication to 12. In further honing the social/emotional skills of the third graders, the students participate in perspective taking activities throughout the school year helping to cement their classroom and peer relationships.</p>
Language Arts	<p>Language Arts Coming to the end of the 5 pronged approaches to literacy instruction the third graders continue working towards independence in reading by building off of the following:</p> <p>Phonics & Phonemic Awareness: Third graders are familiar and becoming fluent in recognizing words based on the principals of the English Language. Students can comfortably blend complex sounds in reading and writing and add the next 100 Frye words to their High Frequency bank. At this point students are working with all vowel and consonant blends and the first 300 sight words (or words seen most often in writing) most commonly used in English texts.</p> <p>Fluency: We continue to measure fluency as words per minute and accuracy rates. Third graders continue to track their fluency to ensure their own progress and continue honing these skills in order to better their comprehension skills. At this time third graders bridge their fluency skills and start to read more for meaning and to read independently for pleasure and or information.</p> <p>Vocabulary: Third graders continue to build meaning through context clues and locating root words and affixes. At this point students continue to cluster unknown words into same and opposite and begin to work with synonyms and antonyms in order to increase their reading comprehension and the depth of their writing.</p> <p>Comprehension: third graders read across genres and modalities for literal meaning and to answer informative questions based on specific texts. Students build off of their inferential skills and start to deduce information based on: literary elements, character development and figurative language. Additionally, third graders utilize sequencing to locate cause and effect and to compare and contrast. Students continue to evaluate and relate to texts in numerous ways.</p> <p>Concurrent with the 5 prong approach students also receive direct writing instruction,</p> <p>Writing: Third graders continue to build off their foundational skills in punctuation and grammar. Students develop subject-verb relationships in their writing and are tasked with writing in the correct tenses. Students continue working with a variety of graphic organizers to aid in their writing development. Students write: informatively, expository, narratively and creatively in the third grade.</p> <p>Each classroom is made of student led small group learning: (flexible or skill based); teacher directed instruction (whole or small group based) and independent learning opportunities.</p>
SS	<p>Social Studies Third Grade a major focus over third grade is the calendar and the significance of national holidays. Concurrent with this, the third graders also integrate social studies concepts that complement their novel studies or are generated from their interests.</p> <p>Students conduct research and examine primary sources. The third graders also begin developing current events and learn to report information by answering: who, what, where, when, why and how.</p>
Mathematics	<p>Mathematics Third Grade explores numbers and operations in numbers to 10,000. Continue discovery of foundational fraction concepts including relative size, equivalent fractions and the addition and subtraction of like fractions. The third grade continues exploration of money through addition and subtraction of amounts; develop skills in multiplication and division, mental math strategies, data analysis, measurement, time, temperature, patterns, properties and functional relationships. Additionally, the third graders focus on geometric concepts of sides, angles, perimeter, area, congruency, symmetry and transformations, reasoning and proof. Most important and a constant in each Lower School class is the aim to: expand mathematical communication, connections and representation while also creating organic opportunities for distributive practice.</p>
STEAM	<p>STEAM First, Second and Third: Students in first through third spend the start of their STEAM learning careers exploring how to ask and answer essential questions. Students learn how essential questioning can guide discovery while also acquiring scientific vocabulary and language until they become become fluent in it. Students in these grades develop the ability to become independent in research and recording data to support a bigger objective. Every year the STEAM topic changes but the objectives and goals remain the same.</p>

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Fourth Grade	<p>Fourth grade places an emphasis on reading and writing in all areas of the curriculum, to reason well and to communicate thoughts clearly. Students become more resilient and bold in their learning as they engage in projects and develop their essay writing. Math has the fourth graders working with even larger numbers, understanding fractions and decimals and fluency in division. Socially, the fourth graders begin to have leadership opportunities in lower school wide and communal activities such as providing tech assistance at parent programs or packing food for a food bank. Fourth graders also develop intimate knowledge of our nation and its symbols and work on these larger and global ideas throughout the school year.</p>
Language Arts	<p>Language Arts Fourth Grade students have completed the 5 prong approach to literacy and are now independent and dynamic readers ready to synthesize their skills. Fourth grade students participate in phonics instruction and fluency building. The fourth graders utilize complex blends and higher level High Frequency words to aid in their reading and writing fluency development- recognizing these words in their reading and writing. Fourth grade students learn to locate and evaluate details. Additionally, students will locate main idea and textual elements. Students increase their vocabulary by studying homophones, idioms and numerous examples of figurative language. In writing students begin to craft essays of two to three paragraphs and begin to incorporate supporting evidence and alternate points of view into their writing. Additionally, in writing, the fourth graders participate in workshops: crafting, composing and reflecting on their writing processes.</p>
SS	<p>Social Studies Fourth Grade spends the year learning about many of the first explorers of the New World. Through this unit the fourth graders expand their historical thinking and writing skills through: development of summarizing fictional and informational texts, making inferences and analyzing issues from different perspectives.</p>
Mathematics	<p>Mathematics Fourth Grade explores numbers and operations in numbers to 100,000. Additionally the fourth graders continue to work with fractions with a focus on mixed numbers, improper fractions and equivalency while also making discoveries about tenths and hundredths in decimals. Furthermore, the fourth graders develop strategies for fluent addition and subtraction of multi- digit numbers and for multi-digit multiplication and division using multiple models and representations. The fourth graders strengthen skills in mental math and estimation strategies like: patterns, properties, functional relationships, measurement, data analysis, reasoning and proofs. There is also a focus on geometric concepts of sides, angles, perimeter, area, congruency, symmetry and tessellations. Most important and a constant in each Lower School class is the aim to: expand mathematical communication, connections and representation while also creating organic opportunities for distributive practice.</p>
STEAM	<p>STEAM After three years of scaffold-ed support students become STEAM facilitators! Over the eight weeks of STEAM discovery and learning the fifth graders take on the role of “teacher.” Each week the fifth graders enter each LS classroom to facilitate experiments and aid the younger students in data recording. Additionally, the Fourth and Fifth graders run the school wide STEAM fair helping to create and implement a truly student centered and ran experience for teachers, students and families alike.</p>

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Fifth Grade	<p>Fifth Grade provides the opportunity for students to demonstrate leadership skills like taking ownership of the STEAM fair and curating the student and parent experience at the culminating exhibition. Additionally, and building off of the fourth grade communal work, the fifth graders visit the old and sick at various times over the school year and model student and leadership skills for the younger lower school grades. The fifth graders remain our Lower School leaders before leaving us for the Junior High. Academically, the fifth graders, through: critical reading, literature circles, approaches of humanities and across many genres learn about the birth and history of our nation - from its inception to the civil war. In math, the fifth graders expand on decimals, fractions and higher level multiplication and division. The fifth graders also prepare their own graduation experience with visual arts, video arts and a final project representing themselves and their Lower School journey.</p>
Language Arts	<p>Language Arts The fifth grade students continue to participate in phonics instruction and fluency building. The fifth graders continue utilizing complex blends and higher level High Frequency words both in their reading and in their writing. Fifth grade students locate and evaluate details, find the main idea and various textual elements. Students engage in critical thinking and reflection as they read, discuss and respond to texts across genres. Collaboratively and independently, students construct meaning in response to texts and learn how to share ideas while also challenging one another - utilizing evidence from the text to make differing or opposing points. In writing, the fifth graders participate in work-shops: crafting, composing, drafting, reflecting and finally publishing.</p>
SS	<p>Social Studies Fifth Grade studies our nation, our government and our voting system. Fifth grade also introduces textbooks as source-able materials – students learn how to expand from primary to secondary sources and learn how to cite appropriately in MLA 8. Students also generate their own textbook about the United States and important turning points of our history.</p> <p>Students end the year with a reflective and expository five paragraph essay about being a national Patriot.</p>
Mathematics	<p>Mathematics Fifth Grade further examines the relation between fractions, decimals and percentages while also discovering ratios and their use in rate, scale drawings and proportions. The fifth grade also further develops skills in estimation and mental-math strategies while also honing their use of: algebraic expressions and models. The fifth grade identifies and analyzes geometric figures such as lines, points, angles, polygons, 3D shapes, perimeter, area and volume. The fifth grade begins to explore statistics and probability and all while developing effective habits of mind, including perseverance in problem solving and the use of multiple models and the ability to reason abstractly and quantitatively. Most important and a constant in each Lower School class is the aim to: expand mathematical communication, connections and representation while also creating organic opportunities for distributive practice.</p>
STEAM	<p>STEAM After three years of scaffold-ed support students become STEAM facilitators! Over the eight weeks of STEAM discovery and learning the fifth graders take on the role of “teacher.” Each week the fifth graders enter each LS classroom to facilitate experiments and aid the younger students in data recording. Additionally, the Fourth and Fifth graders run the school wide STEAM fair helping to create and implement a truly student centered and ran experience for teachers, students and families alike.</p>

TANACH

By the end of lower school the Fuchs Mizrahi Lower School students will be able to read fluently from the Tanach, locate sources and commentaries independently, read, analyze, question and interpret basic and more complex Biblical portions. Furthermore, building off of our students' own analytic skills students will also be able to read and translate Rashi script and while locating and analyzing other commentaries they will learn to deduce the motivation for the commentaries initial questions and ultimately make meaning of our ancient texts in relation to their own lives and value systems.

First Grade

In preparation for reading and learning directly from the Tanach our First grade students spend their year learning the following foundational skills:

Kriah V Havana: Reading and Understanding

- Decode Hebrew consonant and vowels

Yeda ViShinun: Literacy and Knowledge

- Name current Parsha

Parshanut Vilyun: Analysis and Interpretation

- learn stories and concepts from each Parshat Hashvua and apply these ideals in real life.

Chibor ViMashmout: Relevance and Connection

- Name the five books of the Chumash

Second Grade

In preparation for getting their Chumash in the middle of the school year the second graders continue working on foundational skills in order to read and learn directly from the Tanach in the following ways:

Kriah ViHavana: Reading and Understanding

- Decode Hebrew consonant and vowels in more complex blends
- Locate and identify roots and affixes (shorashim)
- Know by heart the 20 most common roots found in the Chumash.
- Navigate a Chumash to find Sefer (book), Parasha (portion), Perek (chapter) and Pasuk (verse).

Yeda ViShinun: Literacy and Knowledge

- Name current Parsha
- Begins learning and understanding major events and themes from the Tanach according to a timeline.
- Demonstrates a familiarity with concepts from the Torah such as Mitzvot and Chagim.

Parshanut Vilyun: Analysis and Interpretation

- learn stories and concepts from each Parshat Hashvua and apply these ideals in real life.
- Begin to understand the concept of "Mi Amar LiMi" (who said to who?)
- Begins to understand "Al Mi Neemar" (who am I talking about?) student will begin to infer and deduce biblical characters and their various personalities based on student Chumash learning.

Chibor ViMashmout: Relevance and Connection

- Name the five books of the Chumash
- Begin relating characters and events from the Chumash to students' own personal experiences.

Third Grade

Now that students have experience navigating and learning from a Chumash and Biblical text students begin to bridge reading fluency with abstract understandings and interpretations of text. In the third grade students will also begin to understand basic biblical narratives from different perspectives using commentary (such as Rashi) and their own life experiences.

Kriah ViHavana: Reading and Understanding

- Read Pesukim accurately and with increasing speed in order to aid comprehension and knowledge of Hebrew Language
- Employ a variety of strategies for translating Chumash texts such as:
 - Roots and Affixes (Shorashim)
 - Noun identification
 - Discriminates language based on Gender, Person, tense and number
 - Begins to discriminate between: narrative, outer dialogue and inner dialogue

Yeda ViShinun: Literacy and Knowledge

- Students develop an understanding of the Tanach timeline they built in second grade and can identify the causes and effects between peoples, places and happenstances in the Chumash and how they relate to one another.

Parshanut Vilyun: Analysis and Interpretation

- In third grade students are expected to know intimately the key people, concepts, places and plot from the weekly Parsha.
- Begin to master the concept of "Mi Amar LiMi" (who said to who?) and use it to aid comprehension of difficult Chumash texts.
- Begin to master "Al Mi Neemar" (who am I talking about?) and use it to aid comprehension of difficult Chumash texts.
- Begin to build fluency in decoding Rashi script.
- Masterfully locate and utilize Rashi commentary to build meaning from the text students are learning and can do so independently and in a chavruta.

Chibor ViMashmout: Relevance and Connection

- Convey the connections in the real world to values students are learning in Chumash.

TANACH

Fourth Grade

Students bridge and apply the skills they have been honing in order to learn Chumash into learning the basics of Navi. This includes incorporating what is learned in Navi to the timeline already created for Chumash – adding context and meaning for the students. The focus for Navi this year is building the historical context, recognizing familiar stories, places and peoples.

Kriah ViHavana: Reading and Understanding

- Continue to build and focus on reading Pesukim from the Chumash and the Navi accurately, fluently and with increasing speed in order to aid comprehension and knowledge of Hebrew Language.
- At this point students can easily locate all of the common Shorashim in Chumash and decipher nouns and verbs fluently and accurately. Students can also identify gender based on roots and affixes and utilize all of these skills to aid in their comprehension of Chumash texts of varying degrees of difficulty.

Yeda ViShinun: Literacy and Knowledge

- Students create a bridge between their Chumash timeline and new Navi timeline.

Parshanut Vilyun: Analysis and Interpretation

- Students begin to generate their own Mi Amar Li Mi and Al Mi NeEmar statements to aid in each others understanding of texts and concepts.
- Compare and Contrast parallel texts from the Chumash.

Chibor ViMashmaut: Relevance and Connection

- Students begin to relate to dilemmas in texts and show empathy for characters and situations based on the personal connections they make to biblical concepts.

Fifth Grade

Now students are introduced to the concept of Torah She BaAl Peh. Students learn to integrate oral tradition into the written traditions they have been learning thus far and will continue to in the future. Students leave the Lower School mastering a variety of Biblical Textual skills such as the ones listed below.

Kriah ViHavana: Reading and Understanding

- Students can now fluently and accurately decipher texts from the Chumash and make meaning from them. Students can make historical meaning as well as connect these ideas to their own personal experiences.

Yeda ViShinun: Literacy and Knowledge

- Students have a genuine and intimate knowledge of the Chumash and Navi timelines.

Parshanut Vilyun: Analysis and Interpretation

- Students are proficient in relevant Rashi commentary and have started to locate and understand a plethora of other well-known commentary on the texts they learn and will continue to learn.

Chibor ViMashmaut: Relevance and Connection

- Students identify themselves as the living continuum of the peoples, ideals and morals they have garnered from the Chumash

TEFILA AND JEWISH LIFE

The Fuchs Mizrahi Lower School aims to imbue its students with a love of Torah and Ahavat Hashem. This is honed daily through Tefila and engagement with our most sacred traditions and texts and also throughout the school year with recognition and celebrations of the cycle of Jewish life. Part of what the lower school does to ensure that students experience Tefila and Jewish life with excitement and curiosity is the creation of dynamic and hands on programming that goes on throughout the school year and in addition to what is already happening in each Judaics classroom. Additionally, Lower School students learn Halachot (Jewish Law) and Minhagim (common practices) as they relate to each Holiday and or life cycle event. The Fuchs Mizrahi Lower School students experience the laws of our shared tradition while also enjoying the experiences of these traditions planting the seeds for a future flush with Jewish Life and practice.

IVRIT

By the end of Lower School students are able to take initiative and demonstrate competency in spoken Hebrew language with appropriate fluency. Student gain comprehension in all modes (literacy, speaking, hearing, writing etc), students will also acquire rules of grammar and apply them in their own writing. Students leave the Lower School speaking and writing in complete Hebrew sentences and have started to develop competencies in utilizing resources such as: dictionaries, roots and phonetic patterns. While Ivrit is taught independent of Biblical Hebrew, proficiency in both: spoken Hebrew and classical biblical Hebrew, is important in developing both skills maximally.

First Grade

Reading:

- Students master letter identification and letter sound.
- Students learn decoding by syllables and learn how to read Hebrew using the T'nuot (vowels).
- Students start to build fluency in reading simple Hebrew words and beginning Hebrew Site words.

Writing:

- Students master Block letter writing
- Students begin to learn script Hebrew.
- Students start to write short creative sentences utilizing site and easily decodable words.

Spoken Language:

- Students make classroom requests in Hebrew
- Students learn to understand teacher directions and assignments in Hebrew
- Students start to build their own conversational language based on classroom vocabularies.

Second Grade

Reading:

- Students can decode block and script Hebrew letters and simple words.
- Students can read age level text with familiar (pre-taught) vocabulary with fluency.
- Students start applying these skills to unfamiliar Hebrew texts .

Writing:

- Students can write all letters in block and script form
- Students bridge short creative sentences into writing their own short creative stories.
- Students start to learn grammar rules in Hebrew as they apply to their own individual writing.

Spoken Language:

- Teacher and students continue to build an Ivrit classroom
- Students expand their conversational abilities through answering questions in Hebrew related to texts or Teacher discretion.

Third Grade

Reading:

- Students can proficiently read block and script Hebrew letters and words.
- Students begin to bridge their decoding skills with their reading comprehension abilities.
- Students start to make independent reading choices.

Writing:

- Students can fluently write in block and script.
- Students continue to build their creative writing with teacher direction.
- Students continue to learn grammar rules in Hebrew and begin to apply these tools to their own individual writing. Students self and peer edit as well.

Spoken Language:

- Students are encouraged to use all expressive forms in Hebrew.
- Students present topics or projects to the class.

Fourth Grade

Reading:

- Students begin to build their comprehension and start to read more complex and plot driven text.
- Students begin to build a repertoire of helpful assistance when reading independently, i.e. when to use a dictionary or locate a shoresh.

Writing:

- Students expand their creative writings into different writing genres like poetry, short story and essays.
- Students start to answer literal questions based on a text in writing and start to summarize.
- Students continue working on Hebrew grammar subjugation.

Spoken Language:

- Students meet daily for ten minutes for a conversation in Hebrew driven by student curiosity and interest
- Students become more adept at speaking Hebrew and are mindful of tenses, gender and other nuances of the language.

Fifth Grade

Reading:

- Students start to read for information to be used in book reports, essays or summaries.
- Students build their independence across reading genres.

Writing:

- Students write short and creative paragraphs and or summative and informative paragraphs.
- Students generate a plethora of book reports and projects based on a variety of topics.

Spoken Language:

- Students present all projects to their class, other classes or invited guests in Hebrew.
- Students preform skits they have written and ones written already.
- Students are expected to converse utilizing appropriate forms of grammar and usage for at least 85% of the learning time.

Overview of our **Curricular Philosophy**

The Fuchs Mizrahi Lower School promotes a curriculum and learning environment that is both transferable and enduring. Both the curriculum and environment are born through the ongoing and continual collaborative efforts between the administrative team, the educators and the parents. This relationship is fundamental in aiding each student on their individual path as they strive towards mastery and independence in their learning.

The curricular goals of our Lower School encompass the following types of learning opportunities: interdisciplinary, experiential and community based. Students in our Lower School make connections to other disciplines in their learning while also and simultaneously being actively engaged in their learning experiences. Lastly, and in fitting with our school wide mission -our students develop an awareness of their place in our immediate Mizrahi community while also developing an understanding of communal responsibility. But even more so, our students begin to develop recognition of their ultimate mission: to meaningfully contribute to the Jewish people and the world at large.

Overview of our **Co-curricular integration**

Co-curricular integration facilitates the development of various domains of mind, personality and real life application. As a day school with a Religious Zionist mission - intellectual development, emotional development, social development, and moral development is enhanced when our Judaic and Secular curriculums have opportunity to intersect. Some of the ways we do this are through our annual Chidon, our STEAM fair and an art curriculum built around moral insight and development from both the Torah and secular disciplines.

Art in the Fuchs Mizrahi Lower school instills basic skills in line and 3 dimensional drawing. Students learn color and color derivatives and can identify famous artists, art periods and pieces of art. Art education is redesigned every year so that students gain these Artistic skills and knowledge while also producing artifacts that compliment and expand on the ideas they are learning in class. For example, students produce meaningful art facts that demonstrate what they have learned for the Chidon and in science. Every year the students display their work, share their knowledge and make meaningful connections to what they are learning at the Chidon celebration and STEAM fair. Integration at this level engages our students throughout their Lower School experience in respectful dialogue and appreciation of both the secular and religious domains, domains that are reflective of the Religious Zionist community they participate in.